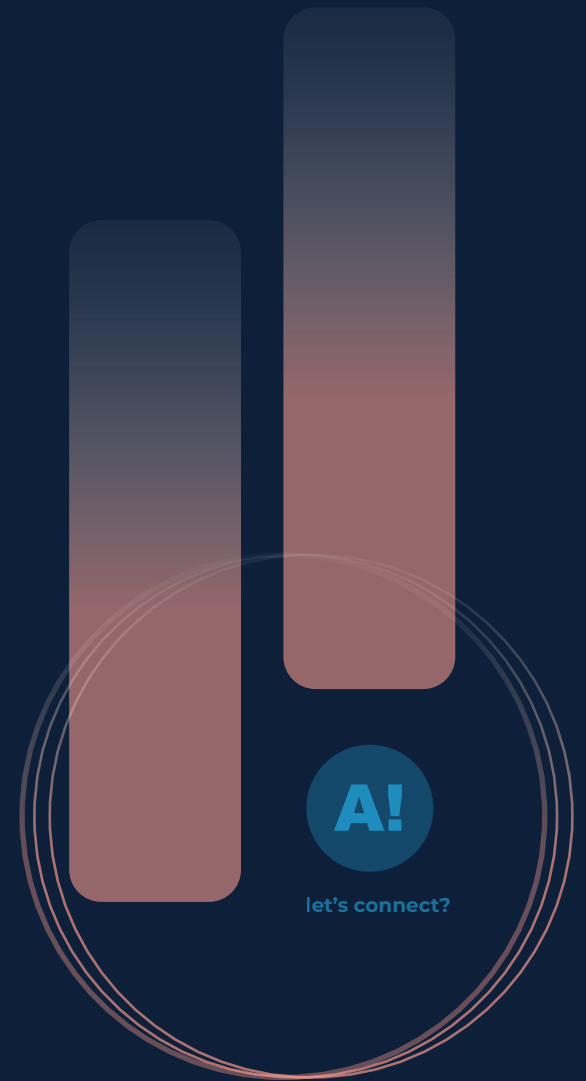


seeking
collaboration
gaps and potentials
through service design

A project with working team
of Aalto strategy 3.0

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Master's thesis, 30 ECTS
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Abstract

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In order to continue to keep up with the pace of development within the educational field, Aalto University recognised the need for a strategy that can be elaborated and adjusted. This led to formation of Aalto living strategy 3.0.

In 2018, Aalto, along with its community and stakeholders, started working on a new living strategy that would come into effect from 2021. This thesis experiments with the role of service design as an approach to resolve obstacles in the implementation of the aforementioned strategy. An opportunity for me to experiment with my design learnings in a real-life project with Aalto University and exploring the value of service design, is what motivated me to take up this project. Through this project, I wanted to understand the institutional structure in detail, and experiment with my design learnings so far.

To realise the goals, the thesis focuses on one of the several phases of strategy implementation using qualitative research methods in order to gain insights into the underlying intentions of the strategy. The data was mainly collected as follows: semi-structured interviews, service blueprinting in order to conduct focus group discussions, expert interviews, and observations in meetings.

This thesis highlights the gaps in stakeholder engagement and transparency amongst the departments. These are due to omnipresent silos amongst the departments, and rigid hierarchical structures amongst the stakeholders. The study reveals how collaboration is influenced by stakeholder participation. It also identifies students as one of the key stakeholder groups who can facilitate strategy implementation, providing a mechanism for including their perspectives. The study concludes with providing recommendations for an example proposal, consisting of: (1) analysing and visualizing one of the phases of the implementation process, which includes studying the hierarchies in the process, and identifying new stakeholder roles; (2) recommendations in the form physical and web-based scenarios; and (3) identifying a set of design drivers guiding the implementation of the living strategy

The thesis experiments with the role of service design as an approach in implementing Aalto's living strategy 3.0. This is achieved by tapping into collaborative aspects amongst the different departments, and, hence, promoting a transparent, all-inclusive, and non-linear approach in the strategy implementation process.

Keywords: service design, lifelong-learning, living strategy, facilitation, participation, collaboration

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Glossary of terms

Service Design approach

The approach taken in the project with mindset and learnings from the field of Service Design

Stakeholders

The actors in the project who are involved in the process of problem solving

Development manager

A person who coordinates the process and works with the deans, the department heads and service managers to set the project targets and making sure the effective completion of the project.

Narratives

Describing of the events (in this case, strategy) in the form of a story.

Living strategy

A strategy in which there is a possibility of it being iterated throughout the time of strategy being in effect.

Lifelong learning

The process of continuous learning throughout the life in order to stay relevant to the changing outside world.

Design framework

The elements defining the boundaries of the design proposal based on the findings.

Stakeholder engagement plan

Template created with the available information that can be used as a tool for conducting discussion with HoDs in order to know their further needs

Service development stage

The stage at which service already exists and needs to be further developed for achieving new set of outcomes from the service.

In-house resources

The resources (human or non-human) that belong to the same organization for which the project is taking place.

Sense-making

The process of making sense out of the analysis using different methods and determining the next steps

Abbreviations

HoDs : Head of the Departments

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chapter 1

Introduction

1. Introduction

1.1 Aalto University and its living Strategy 3.0

Aalto University is a community of bold thinkers from various disciplines, where there is an intersection between the varied fields of studies (Aalto University, 2020). Aalto's commitment to solving societal problems with combined efforts from different fields of study is what brings them together. Aalto University, for many years now, has been known for its multidisciplinary approaches in tackling a project, which makes the studies more inclined towards the collaborative approach directly or indirectly (Aalto University, 2020). Multidisciplinarity being one of the main focus of teachings at Aalto, it tries to include it in the various works they perform.

In order to keep up with the pace of development within the educational field, Aalto University recognised the need for a strategy that can be elaborated and adjusted. (Aalto University, 2020c). This iterative form of strategy is referred to as living strategy. In 2018, Aalto, along with its community and stakeholders, started working on a new living strategy, Aalto Strategy 3.0, that would come into effect from 2021.

The following table shows in detail, explanation about the purpose of Aalto living strategy, its focus of development, and values and ways of working (Aalto University, 2020c).

As living strategy creates a platform for multiple stakeholders to contribute at the same time, it leaves a gap which might cause challenges in co-ordination amongst various departments of Aalto University (Aalto University, 2020). The lack of coordination might lead to undue use of the resources and hence limit the possibility of having an effective implementation. The hierarchical structure of Aalto University also further adds to creating a gap in the flow of information (Aalto University, 2020). The working team of Aalto strategy 3.0 wanted to know if service design as an approach can help in tackling collaboration amongst different departments of Aalto University.

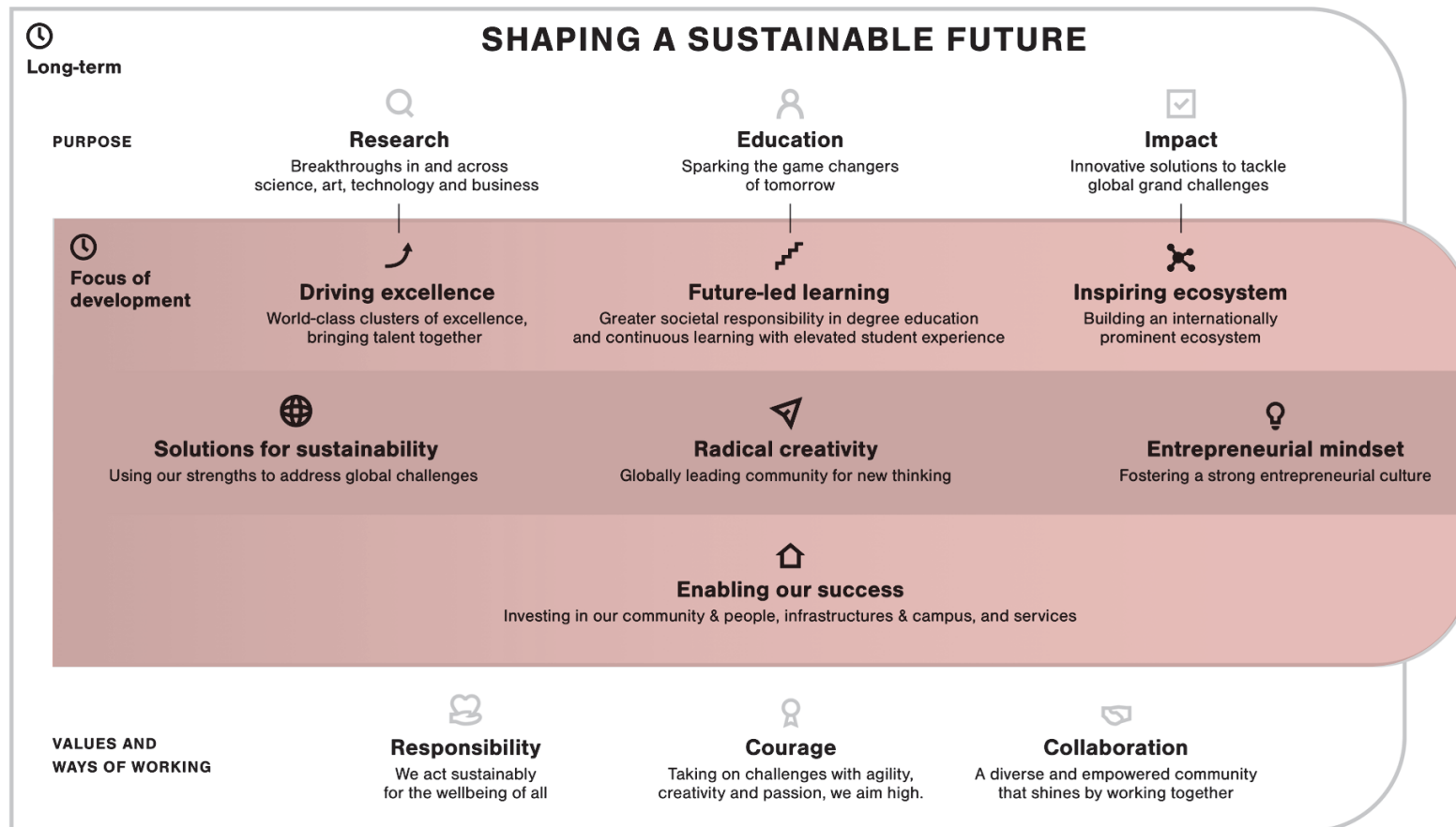


Figure 1. Long term purpose, focus of development, values and ways of working of Aalto University (Aalto Strategy team, 2019).

1.2 Personal Objectives

Being in the field of design for the past 6 years, I have got multiple opportunities to explore the various fields of design from products to services. Along with the design projects, the learning was also in the form of methodologies practised in design education. The projects done during my design studies have made me realize the significance of effective communication within the team and the need of having everyone in the team on the same page. My master studies have been about service design and during my studies, I came across this opportunity, where the Aalto strategy team were looking for a service design student for their project. An opportunity for me to experiment with my design learnings in a real-life project with Aalto University and exploring the value of service design, is what motivated me to take up this project.

Finland is known worldwide for its education system and Aalto University being one of the prestigious institutes of Finland, attracted me towards studying the structures of Aalto University through the minute details from an organizational point of view. The support provided by Aalto University in encouraging individual learning preferences is what got me interested in studying the structure of Aalto University. Being a student, it encouraged me to be able to contribute to the structure that could be possibly re-organized from the student's perspective.

Bringing change in large organizations can be difficult as it requires challenging the traditions of hierarchy and formal protocols (Wong, 2009). This thesis project offered an opportunity to tackle this difficulty by experimenting with the role of service design as an approach in bringing change in an organization.

I believe, what we see functioning smoothly holds a structure behind it which has been thought through the various stages of its implementation, the actors and their defined roles. Along with adding the essentials it also recognizes the importance of eliminating the elements that no longer serve to the progress of the process. Through this opportunity, I wanted to understand the institutional structure in detail, and to experiment with my design learnings so far.

1.3 Thesis Objectives

The objective of thesis is to experiment Service Design as an approach in seeking collaboration gaps amongst the departments and enabling collaboration during the implementation phase of the Aalto living strategy 3.0; to identify new roles in the process and shift the focus of the process to more relevant actors. The main aim is to study through the internal functioning of the various departments at Aalto and introduce possibilities of joint collaboration. This thesis involves stakeholders from different backgrounds. Hence, while enabling collaboration, it is important to frame the collaboration process in such a way that it can be adapted by all different types of stakeholders.

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Research question 1

How can a meaningful collaboration amongst different departments of Aalto help in effective implementation of the strategy?

Research question 2

How can Service Design as an approach help in enabling meaningful collaboration amongst all the stakeholders involved in implementation of the strategy?

1.4 The research setting

The thesis was spread over five months from January 2020 to May 2020. During the mentioned period, I was included in all the Strategy working group meetings, the events that they conducted and the discussions in which they analysed the outcomes of the events. This helped me in gaining deeper insights that added value to my research.

1.4.1 Project brief and initial plan

The initial brief received was to create a platform for joint collaboration amongst the different departments at Aalto University. The opportunity of researching at micro-levels of the process opened a possibility to identify deeper needs of departments while tackling the brief.

In order to begin with thesis, I mapped out what the journey of this research would possibly look like and hence come up with a plan that would help me to conduct the research, in a particular order, and people that I need to get in touch for conducting the same. This visualization of the plan was the starting point of the project and a very essential step that helped me in defining my journey ahead.

The initial step was dividing the project into the phases and roles of the contributors in a particular phase.

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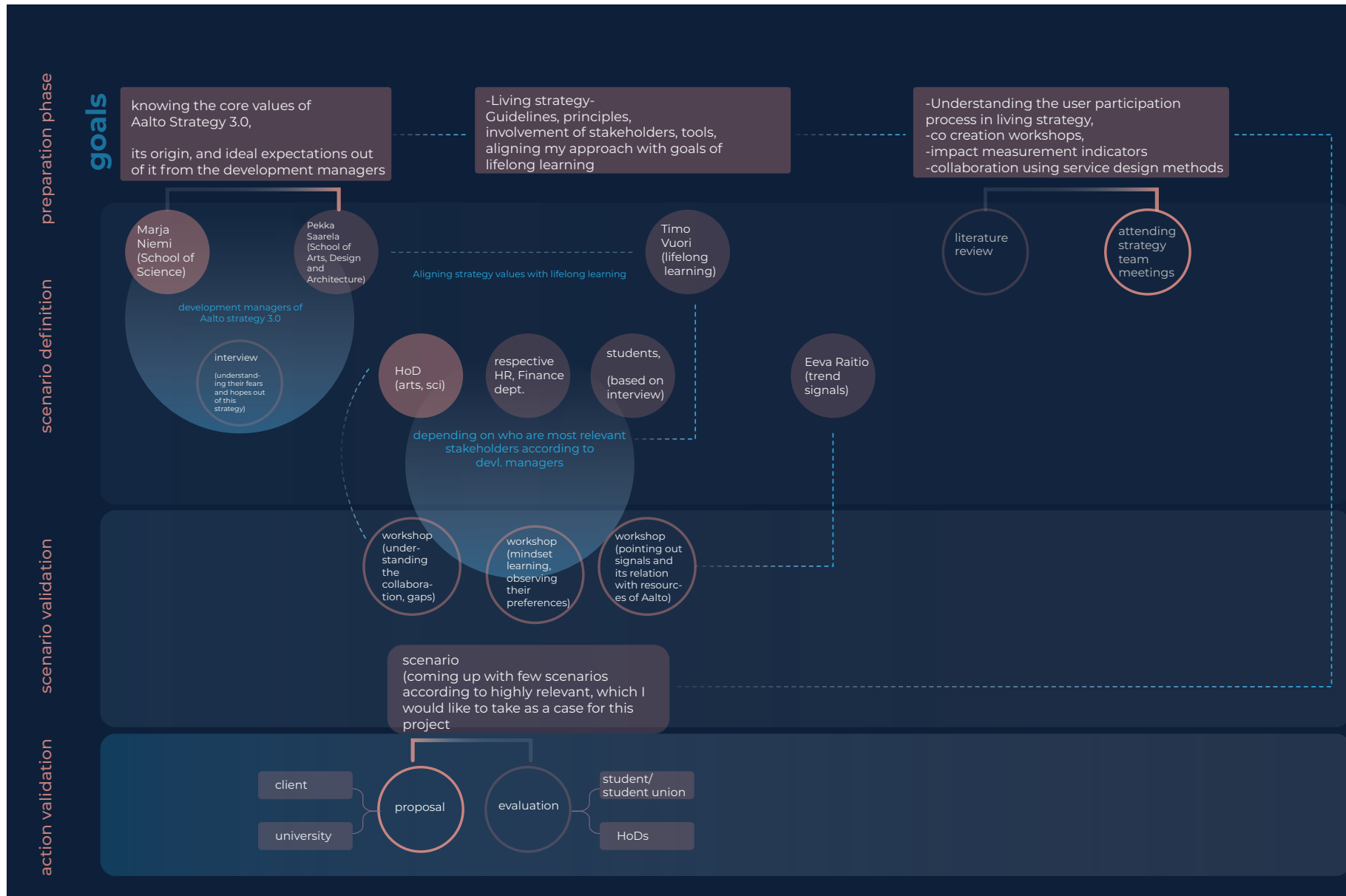


Figure 2. The project timeline

As considering entire Aalto University for thesis scope is quite vast, it was agreed with Aalto strategy team to consider one particular scenario for this thesis. This thesis takes into consideration the departments of two schools, School of Arts, Design, and Architecture and School of Science. In order to be able to carry out the objectives of this thesis, it was essential to thoroughly explore one particular scenario of entire process, in detail. The interviews with the core members of the strategy would help in deciding the scenario by identifying the relevant actors, who have the major role in implementation of strategy.

Aalto strategy team also explained how this new strategy is enabling the individual departments in making themselves more visible on an university level. It was further emphasized to create an efficient use of resources by realizing the overlapping needs of resources amongst the departments. Raili, the project responsible, suggested that the development managers of the two schools can give deeper insights, and hence, discussing the strategy with development managers can be a good starting point for the project. Further, it was mentioned that sometimes even after discovering the opportunities of possible collaborations, the bureaucracy and the formal hierarchy process might obstruct the actual collaboration, which needs to be considered as well.

1.4.2 The team

The client and the commissioner

This thesis is carried out for experimenting with Service Design as an approach in an organizational setup. This thesis project is done under the team of Aalto strategy 3.0, and Raili Pönni is the project responsible. The nature of Living Strategy made this project part of infinite loop of iterations.

The working team included:

Niemi Marja	- Development manager for School of Science
Pönni Raili	- Head of Planning
Saaristo Antti	- Specialist, Policy and Foresight
Iivanainen Riikka	- Project worker member
Tegel Lauri	- Project worker member

The stakeholders that would be involved are for the project are:

Deans	- School of Science, School of Arts, Design and Architecture.
Development managers	- School of Science, School of Arts, Design and Architecture.
Head of the Departments	- School of Science, School of Arts, Design and Architecture.
Teachers	- School of Science, School of Arts, Design and Architecture.
Student Volunteers	- From different departments
Member	- Aalto Management team

1.5 Thesis Structure

This thesis is divided into six chapters. After the first introductory chapter, the second chapter presents the background study, elaborating on the concepts of strategy, living strategy and lifelong learning, which creates a base understanding for this thesis project. Learnings in this project are discovered during the research practice and along with the other team members.

My approach to this thesis is using the resources from Aalto strategy team, being part of their regular meetings, and attending the events organized by them in order to gain first-hand information. The learnings in this thesis rely on empirical data over theoretical data. Hence this thesis takes a more unconventional approach in terms of its structure. The literature is unfolded in few places alongside the project, where it is relevant, to understand the context better.

Chapter three, shows how service design is taken as an approach in realizing the sense-making process, conducting the research, the observations made and the process of analysing the data. Chapter four presents the findings from the research and explaining how they are forming the base of the example of design proposal. Chapter five provides recommendations for an example proposal with a concretised scenario.

Chapter six concludes the thesis with what it has achieved and reflecting on learnings. It discusses the key challenges experienced during the project. It also includes a section of further recommendations where it shows the next steps to take to move the project further, and finally includes the personal experience out of the project.

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chapter 2

Background study

2. Background study

2.1 What is Strategy?

Strategy implies the systemic conversations of dialogues that are then represented in different forms, depending on the nature of the project (Stewart, 2012). Stewart (2012) explained it further by mentioning the examples of the forms in which dialogues can be portrayed. The forms of dialogues can be portrayed in memos, in a conceptual framework for explaining contexts, in learning about histories and explaining through narrations or visualizations (Stewart, 2012). The role of strategy doesn't necessarily imply to bring drastic changes in a working environment rather it is about learning to be aware of the internal environment as such (Stewart, 2012).

Strategy helps to define roles, identify relationships, recognize rewards and create an identity for the people involved. The most essential requirement for a strategy to function is effective communication. However, a university strategy is different from corporate strategy in the terms of its role as Timo Vuori explained in the Presentation at Strategy 3.0 kick-off January 25, 2019 (Vuori, 2019). This thesis comes under the University strategy and goal of communication here includes the major component of bringing together various actors, enabling a platform for conducting a dialogue, mental models supporting reflection and inquiry, and enabling the knowledge transfer.

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2.2 Living Strategy

What is a Living Strategy?

The living strategy is iterative in contrast to a traditional strategy. It means along with following the same values throughout, actions can be elaborated and adjusted based on the societal changes (Gratton, 2000). The iterative nature of living strategy requires it to continuously examine the situations and keep building on what the strategy already has, as explained by Timo Vuori in the Presentation at Strategy 3.0 Kick-off on January 25, 2019 (Vuori presentation, January 25, 2019). Hence, a living strategy has a cumulative approach towards its building.

Where does it come from?

Living strategy emphasizes the value of the human resource and places it in the center of the decision making to have the improved outcomes of the strategies (Gratton, 2000). Gratton further explained that the need for living strategy comes from the realization of having strategies that are purposeful and meaningful. Talking to Timo Vuori, the person who supported with the guidance of living strategy for this thesis. Interview with him helped me to gain insights into the origin of this concept in the context of Aalto University. He mentioned two main purposes of it, one as enabling Aalto to stay updated with the changing environment, and the other one being, considering all stakeholders of the university in order to take actions through all the levels of the university. (Vuori, personal interview, February 6, 2020).

Further understandings on Living strategy at Aalto University

At Aalto University, students aim to create a sustainable future by having their solutions targeted at solving the global challenges (Aalto University, 2020). Aalto working as societally embedded research university; it requires to keep its educational offerings in relevance with the developments happening in the field of education (Aalto University, 2020c). This is what makes the concept of Living strategy applicable to Aalto University.

Interview with Timo Vuori gave insight into living strategy regarding the context of Aalto. Aalto management is generally focused on the top to the bottom approach of functioning within rigid structures of frameworks which leaves limited freedom for the people in the lower levels of hierarchy to bring changes through their actions. For a living strategy to be effective, Aalto can work on creating clear boundaries within which innovation can take place, also amongst the lowest level of the hierarchy (Vuori, personal interview, February 6, 2020).

He further pointed out that extreme standardization in the implementation processes can limit from it applying strategy to multiple departments at the same time. Even though there is a risk of facing uncertainty due to lack of standardization, it should be normalized, he suggested. (Vuori, personal interview, February 6, 2020). He further emphasized the importance of accepting uncertainty and how it helps in creating room for experimentation, making people actually in control of the situation. (Vuori, personal interview, February 6, 2020).

Guiding principles / framework of a living strategy

Living strategy, more than a tool is a state of mind and the guiding principles of living strategy are explained by Vuori in Strategy 3.0 Kick-off event on January 25, 2019 (Vuori presentation, January 25, 2019). The following diagram shows 7 guiding principles, out of which two are explained in detail.

1. Frequent scenario creation

Through the element of frequent scenario creation, it is explained how having multiple scenarios created can help in taking actions according to how world evolves. This can be done by creating multiple assumptions, experimenting with them and later altering the assumptions based on the results (Vuori, personal interview, February 6, 2020).

Overall, it focuses on multiple scenario creation through various combinations. This will help in shaping the strategy through small actions and as and when needed rather than causing the radical change all at once (Vuori presentation, January 25, 2019).

2. Listening to Stakeholders

With this element of listening to stakeholders, Vuori explained the importance of truly listening to the relevant people to learn from them and take their inputs (Vuori presentation, January 25, 2019). In order to create a continual strategy that is made with inputs from all the stakeholders, the management that holds the more power should take inputs from other levels of the hierarchy of the people and revise the inputs (Vuori, personal interview, February 6, 2020).

This framework still keeps management in power to make the decisions, but at the same time includes all the stakeholders.

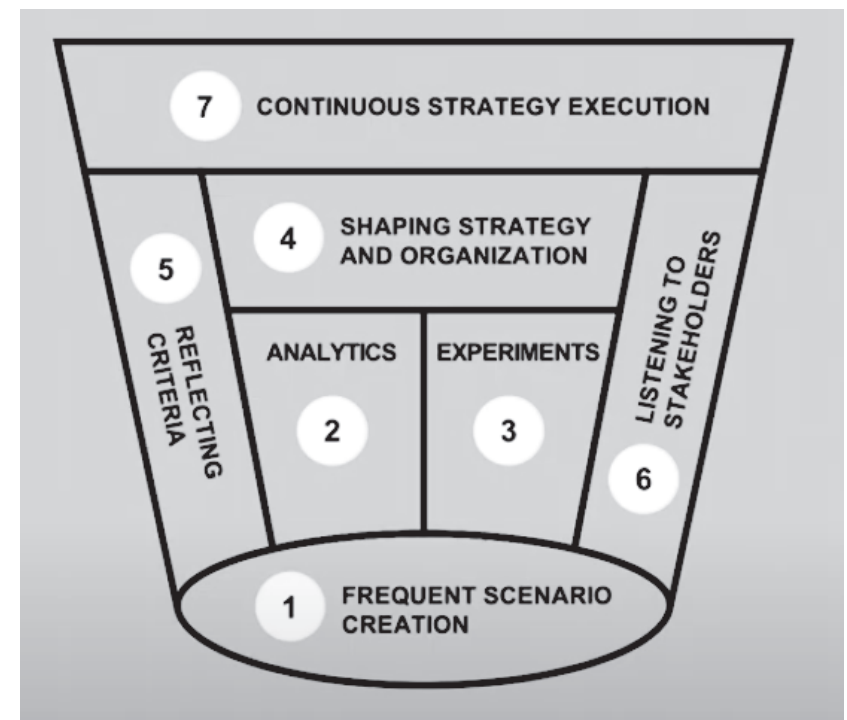


Figure 3. Guiding principles of a living strategy
(Vuori presentation, January 25, 2019)
(Vuori, 2019).

2.2.1 Narratives as a form of living Strategy

Another practiced method of keeping the strategy alive was through the narratives as explained by Eero Vaara in his talk on Strategy as Narrative and storytelling in 2018 (Vaara, 2018). Narratives being the spoken form of conveying; they keep changing as they are described. The stories trigger reactions, resistance and counter-narratives and give a chance to orchestrate them (Vaara, 2016).

The narratives are described in four main phases namely: narrative representation- exploring what it is; narrative construction- studying them across the social sciences; a narrative deconstruction that highlights critical angle; and narrative reformatting which emphasizes focusing on creation (Vaara, 2018). Narratives also make the strategy diversified, where it allows multiple voices by creating a web-based platform for the people to come together (Vaara, 2018).

Vaara explains about how sometimes strategies fail due to not including relevant stakeholders which keeps them apart from taking the advantage of their core competence (Vaara, 2018). Hence, this once again emphasized the importance of ensuring the right participation in terms of stakeholders.

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2.3 The formation of Aalto living strategy 3.0

The formation of Aalto living strategy 3.0 took place by inviting all the members of the Aalto community consisting of personnel, students and stakeholders (Aalto University, 2020c). A total of 820 members in total contributed to the formation process through four community events which were open to all, workshops and other events organized by separate departments and units (Aalto University, 2020c). A total of 3300 comments were received and analyzed which were later taken into consideration during the process (Aalto University, 2020c). The formation of the strategy itself highlights the importance of all-inclusiveness in the participation and its influence on the overall impact that strategy can bring, helping to discover the power that participation holds, on a larger scale (Aalto University, 2020c).

The strategy is now in the implementation phase and it aims to continue to practice all-inclusiveness for implementation. The next step, therefore, was to look into the ideas that can help in achieving the same.

2.3.1 Living strategy and trends

On realizing the importance of the continual process of the strategy which includes noticing the impacts of the actions, I wanted to know about how could upcoming trends influence the living strategy in long-term. Hence, I made an interview with Eeva Raitio, a trend specialist to get insights on identifying the trend signals that influence the Aalto living strategy. In the context of a university, she identifies university as a potential platform where a large audience of people could be made aware of the trends at once (Raitio, personal interview, January 21 2020). She further adds that the inclusion of students in the university process can help in giving them a sense of ownership (Raitio, personal interview, January 21 2020). Insights from this interview are used together with outcomes from other research methods, in framing the findings.

2.4 Lifelong learning

Lifelong learning, in its various interpretations, has been referred to as adult education, lifelong education, continuous education and so on, which can be more likely considered as aspects of lifelong learning. It is described as more implied rather than the explicit term (Field & Leicester, 2001).

Considering the working life, some workplaces are evolving in terms of moving to team-based approach, focusing on self-management and interpersonal skills, and marking the importance of more human-based skills, which keep developing even after the formal education is completed. (Field & Leicester, 2001). Field and Leicester (2001) also mentions the importance of investing in human capital in order to achieve a competitive advantage in this era of ever-increasing globalization.

Lifelong learning in the context of this project

Lifelong learning, understood as continuous learning reveals some similarities in its nature of conduct with that of living strategy. This makes me to consider aspect of lifelong learning in this context through understandings of living strategy. Adapting partnership models over competitive models create more learning opportunities (Field & Leicester, 2001). This let me study the current platforms used by Aalto that practice aspects of lifelong learning.

At Aalto, experts are considering ways to promote continuous learning and mapping its possible benefits. It also highlights how Aalto is bringing together approachability and flexible studies in order to serve learners.

Aalto University, through its various platforms, is trying to provide executive-level services and opportunities to inculcate the possibility of continuous learning (Aalto University, 2020b). Some such examples are Aalto ENT (Developing entrepreneurship), Aalto University Professional Development (Aalto PRO), Aalto University Open University (Aalto University, 2020b). By emphasizing on lifelong learning concept, it creates a need to have a shared connection amongst different departments; and a way where alumni could stay in connect with the current ongoing projects to be able to contribute to the same. Hence, having a platform which connects different branches could help in strengthening lifelong learning.

2.5 Service Design relevance in this thesis

This section explains how this project falls under the scope of service design. Service design, widely understood as being human-centered and having an iterative approach to the innovations, it has been constantly adapting and integrating new ways of practices and tools from various fields of design as well as marketing (Sangiorgi & Prendiville, 2017). The practice of this field being based on an iterative approach is what makes it related to the living aspect of strategy. The field of service design has been tackling the issues of gap in the services provided or the connections between people and services (Sangiorgi & Prendiville, 2017).

In some cases, service design shows the source of empowerment (Sangiorgi & Prendiville, 2017). Portraying participation as a self-reflective process, which questions the existing societal structures, this field aims to bring change as bottom-up movement (Sangiorgi & Prendiville, 2017). This thesis has also emphasizes the importance of stakeholder engagement in terms of participation and suggests a role for designers as a facilitator, which will be further unfolded in the project.

The thesis project involves stakeholders and resources placed in a certain configuration. The scope of the newly offered service can be reconfiguration of these resources and stakeholders and their relations within a system (Sangiorgi & Prendiville, 2017).

One of the understated, under-researched value that Service Design offers is its ability to communicate through visuals (Segelström, 2009). The word ‘communicate’ comes from Latin, meaning “to make common” and that is exactly what service designers do with visualizations (Segelström, 2009). Visualizations help to understand this messy journey of service design and convey it to the members of a multidisciplinary team that designers are part of. At the same time, visualizations are used as a tool

to conduct data analysis and form insights from the collected data (Segelström & Holmlid, 2009) (Segelström, 2009). Visualizations add value to a project by making the knowledge more accessible and relatable to all the stakeholders involved. It helps to connect with the design outcomes and design process, and thus, adds to the human-centered approach to creating a service (Julier & Moor, 2009).

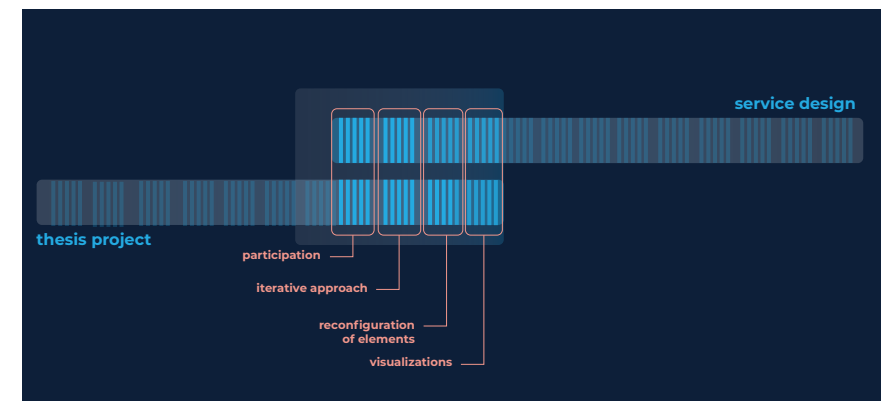


Figure 4. Intersection of context between service design and thesis project

chapter 3

Methodology and approach

3. Methodology and approach

Recap

This thesis works towards implementation of Aalto Strategy 3.0, in its initial phase of the entire process. The project starts where the Aalto strategy team put forth the idea of enabling collaboration amongst the departments. Determining if collaboration is needed, in the first place, would help in enabling a meaningful collaboration. This section includes learning about various stakeholders involved and the deeper intentions behind the strategy. To accomplish the objectives of the thesis, the research started with looking into the step-wise breakdown of the current initial phase of strategy implementation in order to understand the stakeholder roles in the same. The following section presents the starting point of the research; service design approach in conducting the research; the observations recorded during the process; explaining the constraints that defined the methods; and ways in which data is collected and analyzed.



Figure 5. Hierarchy as required in the project

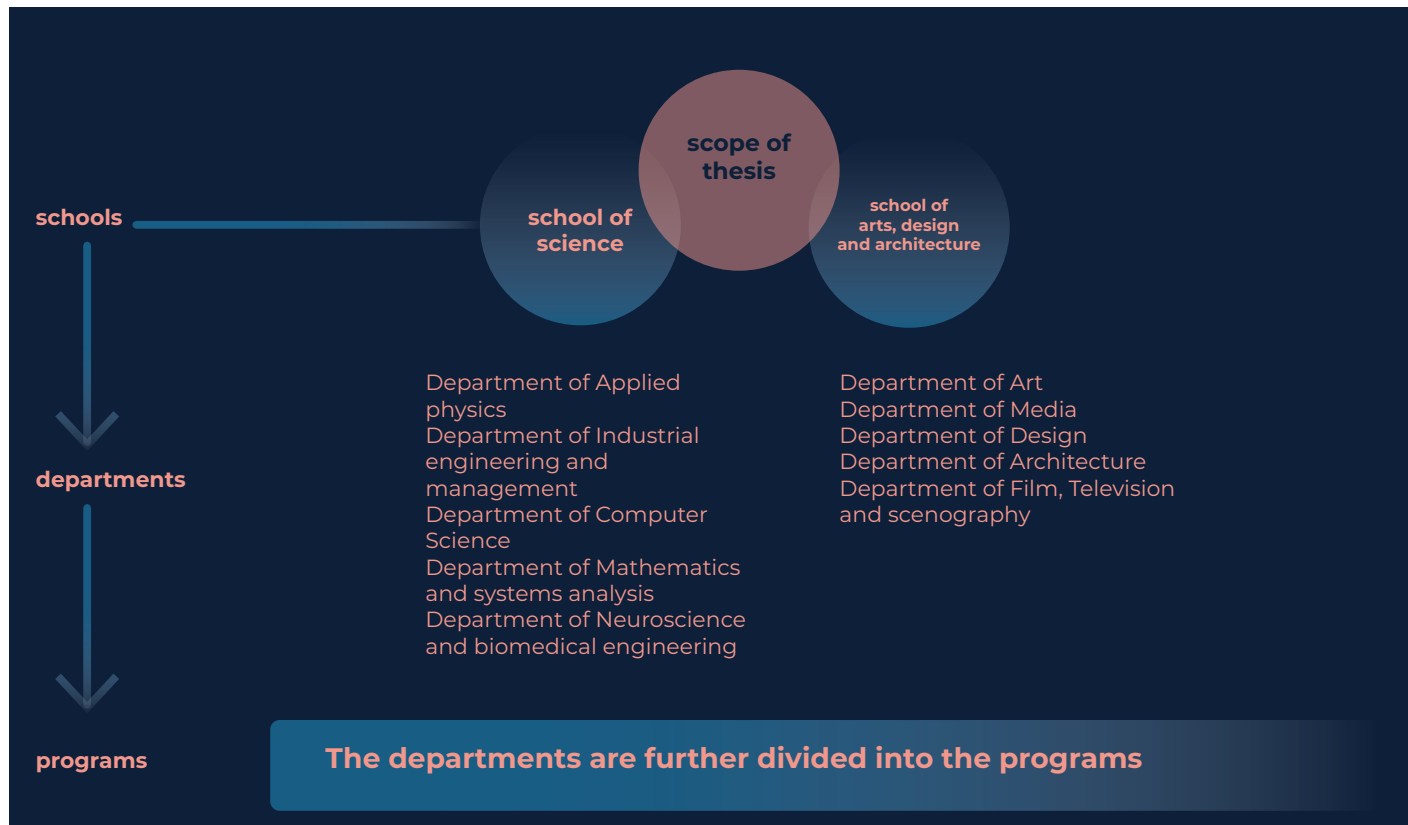


Figure 6. Structure of Aalto University
(for this thesis)

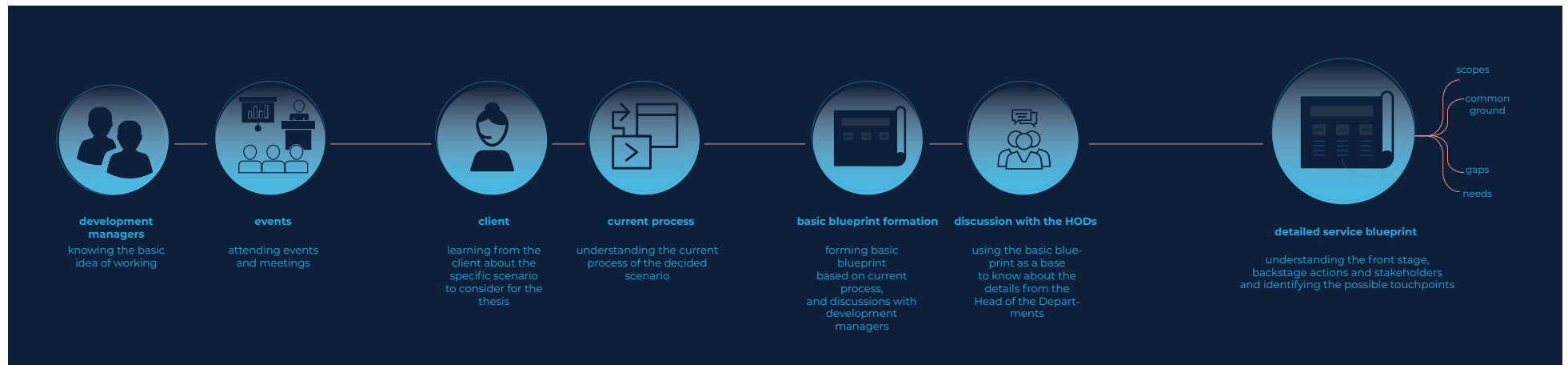


Figure 7. Sense-making Process

3.1 Documentation and data analysis

Documentation

An audio recording of the conversations and discussions along with the note-taking were the main forms of documentation throughout the research process which were then utilized to obtain the refined information.

Data analysis

After the data was collected, it had to be analyzed for utilizing it further. For the data collected in this project, the KJ-Ho method was used for analysing the data. It is an effective way to put together all the information collected and later organize and prioritize the information (Martin & Hanington, 2012).

In this method, the notes are written by the participants and collected together on a wall. The ideas are further sorted, and categories get defined (Martin & Hanington, 2012). In this project, the categories derived were mainly based on the type of stakeholders involved in the implementation process. Affinity diagramming was the approach taken for further clustering together ideas based on their underlying intention (Martin & Hanington, 2012).

The interviews and focus group discussions were audio-recorded which are transcribed to extract the useful data from them. The entire audio was converted into text while listening to it which enabled in reflecting to what participants answered. This regards participants to be as co actors as their knowledge helps to understand the realities better through their inner voices (Widodo, 2014).

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3.2 Research methods

3.2.1 Semi-structured interview

Interviews are classified into three categories, structured, unstructured and semi-structured (Clifford et al., 2016). In this research, a semi-structured interview structure was used in the initial phase of the project. A semi-structured interview is usually systematically arranged but at the same time leaves freedom in the way people tend to answer them naturally (Clifford et al., 2016). This interview has a certain degree of predetermined order but still enables flexibility in a way an interviewee perceives the questions (Flick et al., 2004). It also further mentions that its conversational tone of the interview helps in creating a comfortable environment for the interviewees to answer the questions beyond just 'yes' or 'no'.

This method of data collection was used while interviewing the development managers of the Aalto strategy 3.0. While talking to the Development managers, the aim was to understand about the deeper intentions behind the formation of the strategy, and hence, one needed more discursive answers, beyond direct answers to just the questions asked. The complex structure of the university demanded a need to understand the underlying expressions of the interviewees in order to have a clearer understanding of the strategy.

Case 1: Semi-structured interview

Stage one of the interviews was conducted with the development managers of Aalto Strategy 3.0, Marja Niemi and Pekka Saarela. The interviews conducted were in the semi-structured form which went along the phases of the strategy formation and constructed in a way to explore the deeper intentions behind the strategy. The initial interview, that was conducted with the development managers of the School of Science and School of Arts, Design and Architecture, was divided into three main categories of obtaining the information to know about the formation of

Strategy (why was it formed?), The relevance of the strategy (What does it aim to bring ?), strategy collaboration (how would it be sustained?). The following table shows the list of questions that were used while conducting the semi-structured interview. This table is presented in this section in order to have a clear understanding of the further process.

strategy formation why?	strategy relevance what?	strategy collaboration how?
<ul style="list-style-type: none"> Problems faced/shortcomings in the previous strategy? Main needs identified General /dept of science Who are identified as best who can solve this? How? Biggest hope out of the strategy? The gap identified between the actors ? Ideal outcomes from the strategy? 	<ul style="list-style-type: none"> How to keep the strategy relevant to the department? The scenarios where strategy can be applicable? (activities happening in the dept) Who are the main actors who can play important role in the process? How to keep the strategy updated? examples of areas in which it could require the update Examples of how the specific roles can play their part for the better implementation (eg. HR, HOD, student, etc) How? 	<ul style="list-style-type: none"> Activities that require joint efforts Cases identified where it would be difficult to collaborate? How are currently the collaboration between the school and industries? How is the curriculum made sure to be in sync with the requirements? The phases of the strategy that demand collaboration with other dept? Are there any already existing problems or particular groups which require the most attention for bringing the solution? The biggest fears out of this strategy?

Figure 8. Questions asked to development managers

The section "strategy formation" was to know about the shortcomings that were identified in the previous strategy. The section of 'strategy relevance' was to know in what ways the strategy could be kept relevant to the fast paced development in the field of education. The section of 'strategy collaboration' was to the existing level of collaboration amongst the various departments, on what scale is it needed and maintaining the synchronization amongst them.

Overall, both of these interviews discussed adapting the strategic values through different means, methods, and actions. This method gave an insight into the deeper intentions of the strategy from the perspective of the development managers themselves, which would help in building the design framework based on authentic needs. The section of findings, shall closely look into the outcomes of the semi-structured interviews.

3.2.2 Participant observation

Participant observation comes across as one of the most basic forms of research that exists as it does not demand any special tools or infrastructure for conducting the research. (Clifford et al., 2010). Clifford (2010) further mentioned about observation methods being helpful to trace the non-verbal forms of expressions and knowing how participants communicate with each other in a particular social setting.

The observations help in gathering the different types of data and it comes out as a more natural way of collecting the data as the participants don't feel 'observed' while performing the actions (Kawulich, 2005).

This methodology was included in this project for the three main events that were going to form part of my research,

Date	Event
13.12.2019	Aalto Arts Leader's dialogue
31.01.2020	Aalto Community Event
10.03.2020	Aalto Leader's dialogue

Table 1. Schedule of the events for participant observation

These events were already the part of the ongoing implementation process and attending them helped me in understanding the process of implementation, meanwhile discovering the opportunities where collaboration can be introduced. Further in this section, I have explained the events individually and have mentioned the observations that are carried forward to frame the findings.

Event 1: Aalto Arts Leaders' dialogue- 13th December 2019

The event was organized by Aalto Leadership Team in the Department of Design. The participants were the faculty members of the Department of Design.

The event had discussions about discovering the new ways of working together that creates a chance for everyone to be aware of the other departments. Matters such as creating an identity as a school and being able to represent the school through the projects were discussed. The event made them realize that most of the things that Aalto aimed to be, were already part of it and what kept those values away from being visible was the lack in the 'community feeling'.

Observations taken forward

- Increased collaboration might help in creating the 'feeling of Community'
- Increasing transparency amongst the departments of the school can help in creating a stronger identity of the school.

Event 2: Aalto Community event-31st January 2020

The Aalto community event was a full-scale event held in Makers Space of Herald Herlin Learning centre on 31st January 2020. It was organized by Aalto Leadership Team and there were around 150 participants.

The Values of the Aalto Strategy 3.0 were displayed and the ideas were collected for each value from the various participants who belonged to various professions. Attending this event helped me to gain insight into the minds of the people regarding their perception of the values of the strategy and how do they visualize its realization.

Observations taken forward

- My main role here was to be a spectator and observe the way people interact with each other in such a social set-Up.
- Understanding the role of participation and its impacts.
- To get acquainted with different perspectives of the participants.

The community event helped in understanding the perspectives of various participants about strategy. This further helped me in categorizing those ideas in following categories: 1) 'What is needed out of strategy?', 2) 'How could it be achieved?', and 3) 'Who could be potential actors helping in achieving the identified needs?'. This categorization is explained in detail in the next chapter, chapter 4: Findings.

Event 3: Aalto Leader's Dialog-10th March 2020

This event was organized by Aalto Leadership team and participants were Aalto management team members, the Head of the Departments and Vice Deans from all the schools.

The main topic of discussion was about the fund allocations and all the HoDs. The event created a platform for the HoDs to realize the priorities of their objectives when it comes to funding allocation. Presemo software was used during the event for participants.

Observations taken forward

- To observe HoDs participate together.
- To understand their priorities, when it comes to funding allocations.

The interconnection between the elements discovered in the analysis is further discussed in next chapter, chapter 4: Findings.

3.2.3 Scenario framing

Defining the scenario helps in giving shape to a common vision to share with different stakeholders, resources and interests (Cantù & Simeone, 2012). They are a set of articulated visions that would help the stakeholders in framing the common vision (Cantù & Simeone, 2012).

The aforementioned methods gave a better understanding of the potential scenarios that could be considered further to tackle in the project. These were then discussed with Raili Pönni, project responsible, in order to validate them.

Scenario validation

The inputs from the participants in the Aalto Community event that took place on 31st January 2020, helped in forming a scenario which would be scope of this thesis. The data collected was analysed using the methods explained in the beginning of this chapter. (Refer section 3.1 of thesis, Documentation and data analysis). The detailed outcome of the analysis of the community event is further discussed in chapter 4-findings.

The event highlighted the well-being of students and teachers as key areas. Hence, this led to coming up with a scenario of focusing on tackling these areas through the intake process of students at Aalto University. Creating a platform where potential new students can learn about the university from the experiences of current students. These experiences would not only be in the terms of studies and projects but also learning about the holistic well-being of students during the studies. The main idea was to create a platform for the new students where they can get a transparent view of existing students' experiences.

However, on discussing the potential of this identified scenario, the project responsible, Raili Pönni pointed out that the intake process itself falls under the responsibilities of another working department and unfortunately could not be included within the scope of my research area. Hence, she exactly explained the current strategy implementation process which the strategy working team wanted to be considered as a scenario to come up with the opportunities of collaboration. This led to re-framing the focus according to the needs of the project which were discovered as the project moved forward.

Raili explained the current service of strategy implementation and pointed out the phases in which collaboration can be enabled. On putting forward the need of having the current initial stage of the implementation process being analyzed she also mentioned about identifying the gaps in terms of stakeholder engagement and methods used currently.

The timeline below shows the planning of the implementation phase of the strategy during 2020. Raili Pönni further suggested to consider this timeline and consider causing the collaboration in these processes. Out of the entire process, the stage in February was elaborated further as a scenario to consider for the scope of this particular thesis.



Figure 9. Timeline of the planning process in 2020

In February, the templates were distributed by the Development managers to HoDs and after the completion of those templates, they were returned to respective Development managers, based on which then they make a unified goal for their school with the help of Deans. This particular phase is further elaborated by dividing it into further stages to understand the detailed flow of the phase, the stakeholders involved, and methods used to fulfill the task. To summarize, the main scenario to experiment with service design as an approach was the stage of 'filling the template in month of February.'

On deciding on the particular scenario, it was discussed with thesis advisor Nuria Solsona Caba and together we discovered the scope of the thesis outcome based on the research. The diagram below was created to map out the flow of research and realize its outcome.

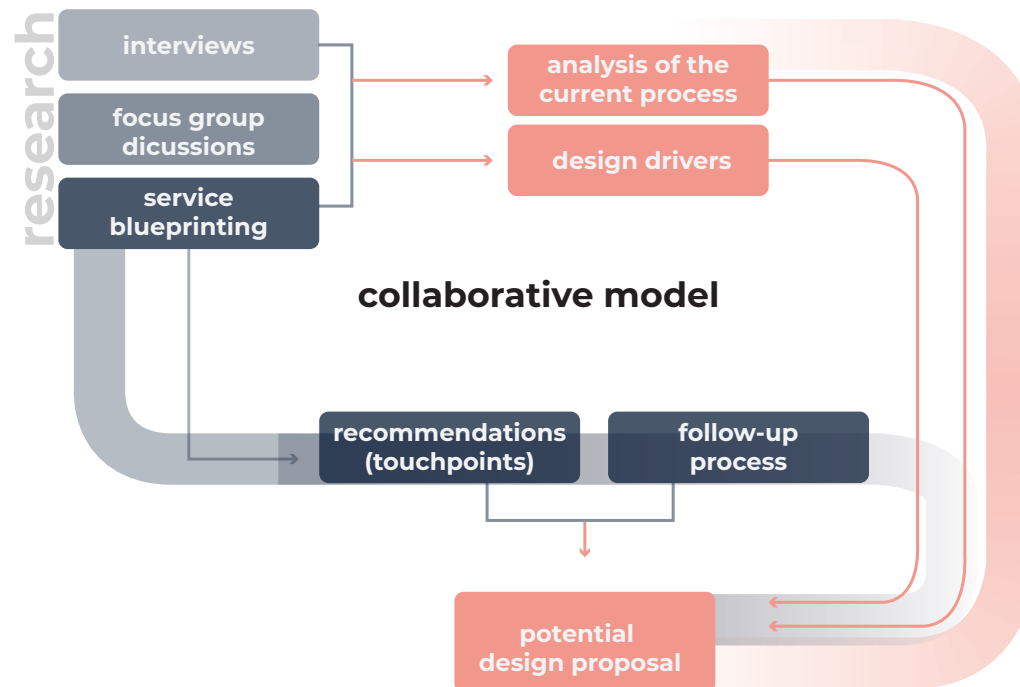


Figure 10. Collaborative model to determine the outcome of the thesis

3.2.4 Starting point: Engagement plan for HoDs

Stakeholder engagement plan was used as a starting point to get inputs from HoDs. This engagement plan was used as a tool for conducting the focus group discussions amongst the HoDs. It helped in gaining insights into their inner voices of what can be done differently in the process. The plan displayed the steps identified in the stage of 'filling the template' and all the stakeholders involved at various stages. Role of the engagement plan was to help iterating the possibility of new stakeholders and their roles. The engagement plan was semi-structured in a way that, it contained information regarding the major steps that are conducted and had empty slots to know from HoDs about how to achieve those major steps.

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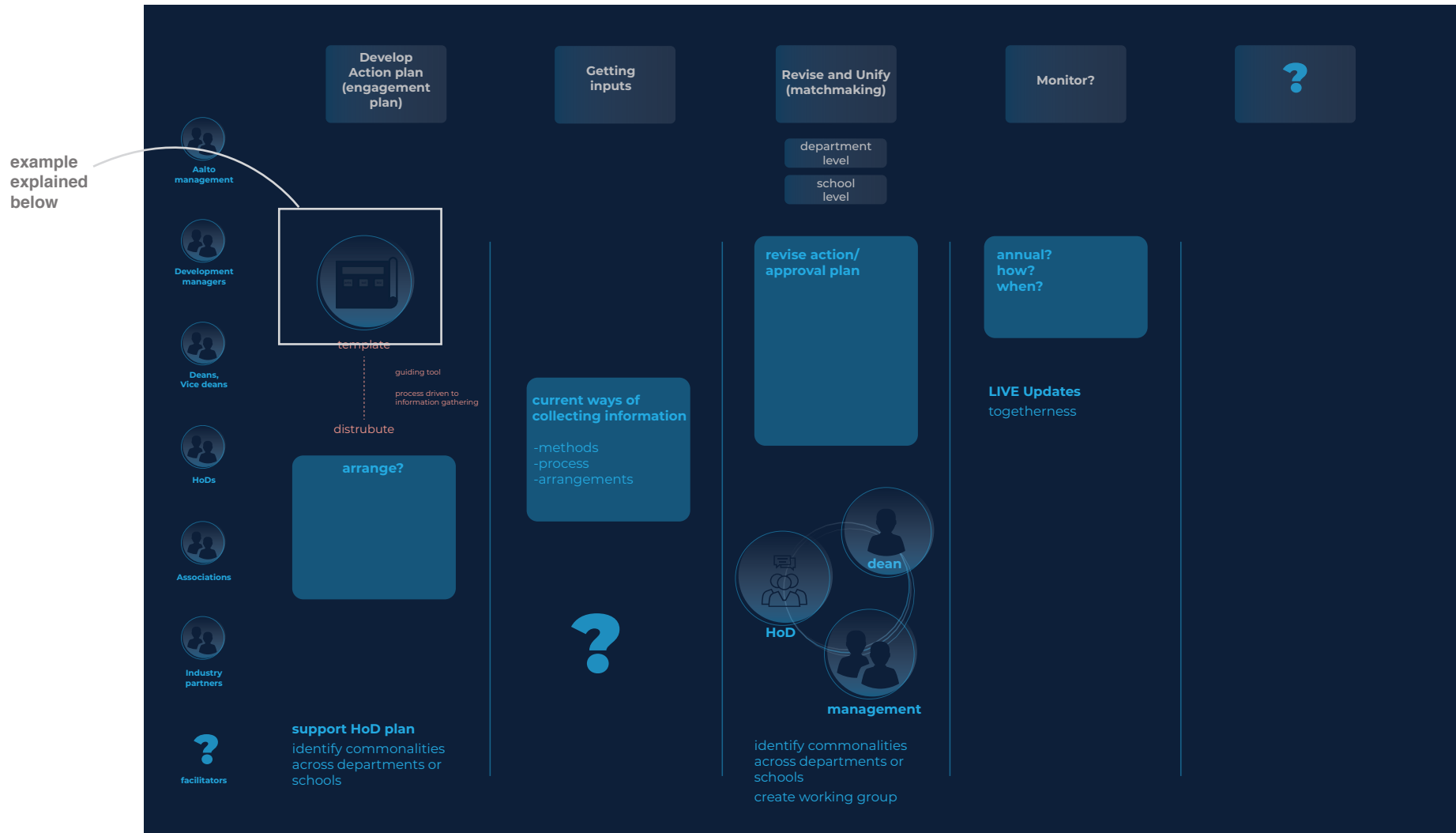


Figure 11. Engagement plans to understand the needs of HoDs

Research – focus of development

Driving excellence: We create world-class clusters of excellence in our key research areas and bring complementary talent together to work on grand challenges.	Target state and how do you know you have succeeded	Rough milestones with estimated timetable (2021-2024)
Action: Attracting and fostering talent Please, consider e.g. How will you systematically ensure that you attract & keep the top talent at your unit?		
Action: Developing selected research infrastructures Please, consider e.g. What will be your critical infrastructures (old and new) for the next 5-10 years?		
Action: New collaboration across fields Please, consider e.g. What will be the best ways to advance multidisciplinary collaboration?		

A? Aalto-yliopisto
Aalto-universitetet
Aalto University

Impact – focus of development

Inspiring ecosystem: As a community of faculty, staff, students, alumni and partners, we build our innovation, creative and entrepreneurial ecosystem as a prominent node in global networks.	Target state and how do you know you have succeeded	Rough milestones with estimated timetable (2021-2024)
Action: Cultivating an environment of innovation Please, consider e.g. How will you increase awareness, appreciation and/or capabilities of innovation and impact-related activities?		
Action: Developing global and local networks Please, consider e.g. What will be your strategy for national and international collaboration and networking?		
Action: Building a sustainable and thriving campus Please, consider e.g. What will comprise an inspiring ecosystem for your students, stakeholders, alumni and international guests? What will you do to support this?		

A? Aalto-yliopisto
Aalto-universitetet
Aalto University

Education – focus of development

Future-led learning: We take greater societal responsibility in degree education and continuous learning, in and across our key areas. We elevate student experience and quality of learning	Target state and how do you know you have succeeded	Rough milestones with estimated timetable (2021-2024)
Action: Renewing educational offering Please, consider e.g. How will you develop your educational focus, curricula and teaching methods to answer to the needs of the society? In degree education? In life wide learning? What kind of synergies you will have between degree education and continuous-/life-wide learning?		
Action: Developing our digital and engaged learning environment Please, consider e.g. What will be your key steps for digitalization in education taking into account the programmes' objectives?		
Action: Integrating sustainability and multidisciplinary studies into programmes Please, consider e.g. How will you include multidisciplinary aspects into your degree programmes?		
Action: Focusing on holistic wellbeing Please, consider e.g. How will you increase students' and faculty's wellbeing through your activities?		
Action: Advancing learning-centricity Please, consider e.g. How will you make sure that the lessons learnt from the teaching experiments and good practices are effectively distributed?		

Cross-cutting theme– focus of development

Solutions for sustainability: We help solve grand challenges in and across our key areas	Target state and how do you know you have succeeded	Rough milestones with estimated timetable (2021-2024)
Action: Connecting our strengths to create solutions for grand challenges Please, consider e.g. How will you improve your contribution to solving grand challenges in and across your research, education and impact? How will you do this in your fields? (Consider also how will you this topic with the two other cross-cutting themes)		
Action: Pioneering sustainable solutions in our operations Please, consider e.g. How will you move towards more sustainable modes of operation?		

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Aalto University

Figure 12. Few examples of templates filled by HoDs in February (Aalto strategy team, 2020).

The initial formation of engagement plan focused on dividing the selected phase into further multiple stages that could help in gaining the detailed level of information from the HoDs specifically about each step. The created plan, displays the roles and actors in the current process and suggests new roles for the update in the process. Along with introducing the new tasks and assigning the roles, it was also essential to make sure about how the newly suggested process would stay in effect during in the future and how could it be monitored. This helped me in realizing the role of a facilitator, that can help in keeping the process alive throughout.

3.2.5 Focus group discussions

Date	School	Department	Participants
03.03.2020	Arts, Design and Architecture	Arts Media	Martti Raevaara Philip Dean
03.03.2020	Science	Industrial engineering and management Mathematics and system analysis Applied physics	Risto Rajala Nuutti Hyvönen Esko Kauppinen

Table 2. Participants of Focus group discussions

Focus group discussion is a qualitative form of research method which is conducted with a group of people from similar backgrounds (Hennink, 2013). In this project, this method was used twice amongst two different groups of the head of the departments. The engagement plan created was used as a tool of discussion to gain detailed information about the steps from the HoDs.

The discussions here are focused on a specific topic and are mainly used for gathering a wide range of perspectives about the topic. Usually, it consists of a group of 6-10 people, but the number can change depending on the type of the project (Hennink, 2013). The main challenge faced here was the lack of availability of the HoDs due to their busy schedules, and hence the availability of the HoDs became a major

factor determining the participants of the Focus group discussions. These HoDs were gathered with the help of the doodle meetings by Marja Niemi.

The main aim of considering this particular research method was to know the perspectives of different HoDs about the current process and what according to them required collaboration. This method is in alignment with other qualitative methods, where it helps small group of participants to build on each other's thoughts and ideas (Boyce & Neale, 2006).

My role was to act as moderator and stimulate the discussion with the participants. These discussions with two groups, one from the School of Science and other from the School of Arts, Design and Architecture gave an insight into their idea of an ideal way of conducting the process and the possibilities of the collaboration.

Through the focus group discussions, ideas were built upon each other through the conversations and interactions and hence helped in getting access to more in-depth insights. This also implies the importance of creating a 'safe environment' for the participants where they can freely express, share their ideas and beliefs (Liamputtong, 2011).

Further in this section I have explained both of the focus group discussions individually, and have mentioned the observations that are carried forward to frame the findings.

Focus group discussion1: School of Arts, Design and Architecture (Marti Raevaara, Philip Dean)

“Template is like dialogue for shared understanding”

- Martti, department of Arts

Emphasizing on the above-mentioned statement by Martti, it was further elaborated that rather than going into the minute details of the template filling, this phase should be used by the HoDs as a tool that aims to create a mutual understanding and awareness amongst each other and being on the same page. This approach would more likely help in creating synchronized actions in a specified direction.

It was also mentioned that the aim of the template is not to get a uniform pattern of responses from the different departments, rather helping the different departments to express their core values. Demanding the consistent formats of the outcomes of the templates might hide the uniqueness of the department. The process should be perceived as a discussion initiator or help tool and not an added pressure for the faculty to perform one more task.

“It would be really good to have a workshop, but it won't happen because nobody has got time”

- Philip, Department of Media

To get the inputs effectively, it required a good amount of time, and they were afraid it would be possible because of the other responsibilities that staff had to perform.

On further discussion with Philip and Martti, it was realized that including students is a good option but at the same time, it could be challenging to get students' time from their busy schedule.

They suggested that if there were a new method to be introduced to

collect the inputs it would be better to make use existing software and platforms, and not introduce any new event or portal for the same as it might create chaos for the staff to get used to the different

Observations taken forward

- The process of filling the template can be used as an opportunity to bring the departments together.
- The template as a tool for helping the departments to make their core competencies visible.
- Lack of time for performing the task.
- Including students can help in conducting the task effectively.
- Introducing a new service should still consider using existing software and platform to not create a technological gap.

Focus group discussion2: School of Science

Risto Rajala, Nuutti Hyvönen, Esko Kauppinen

“The long templates and too many steps can already cause in lack of motivation in fulfilling it”

- Esko Kauppinen

Each department has different things that are relevant to them and hence it would be fruitful for departments to focus on individual level and eventually contributing to a larger level. The background of the professors involved in the process had a great influence on their contribution to the process.

As mentioned in the first focus group discussion, the process of coming together and contributing to the process was already considered to be very time consuming by the staff due to the other responsibilities they had. When it comes to unifying or enabling a collaboration, the discussion emphasized it being achieved during the process. The open-ended questions can help in getting the best out of the process. Also, the awareness about the research and Infrastructural information of the other departments were stated to be one of the most valuable information enabling inter-department knowledge sharing.

“It is important to fill in the most important area of your department as an outcome of the structure.”

- Nuutti Hyvönen

This can help the departments in realising their own identity and thereby also recognizing their own needs for which they might require support/ collaboration from the other departments.

“It might be important to compare the specific profiles of the schools and departments which emphasizes the area of focus of the schools. So everyone knows what are the strengths of the individual units.”

- Risto Rajala

It was emphasized that collaboration cannot be forced and thereby should be aimed to achieve naturally through the implementation process. In this process, it is fairly important for the departments to be aware of their strengths and then entering the collaboration. The hurried process of enabling a collaboration might make them lose their core competence.

Observations taken forward

- The process of filling the template can be used as an opportunity to bring the departments together.
- The template as a tool for helping the departments to make their core values visible.
- Lack of time for performing the task.
- Including students can help in conducting the task effectively.
- The background of the professors involved had a great influence on their contribution to the process.
- Introducing a new service should still consider using existing software and platform to not create a technological gap.
- Not forcing collaboration, rather having it as a part of the process.

3.2.6 Expert interviews

To understand the background of the topic, there were few interviews conducted with experts in the fields of living strategy and trend specialist. This method involves carrying out an individual interview on one to one basis with a respondent who is known to carry deep knowledge of the particular subject (Libakova & Sertakova, 2015). The article further explains that in most of the cases, an expert interview is carried out to study an individual's opinions and beliefs about his subject of expertise and this method is usually considered to collect more reliable data due to the high competence of the interviewees (Libakova & Sertakova, 2015). This inclines towards a more informal type of approach as it is more open. In this project, interviews were conducted with Timo Vuori (Assistant Professor) and Eeva Raitio (Trend specialist).

The information gained from these interviews is explained previously in the background chapter of the project.

chapter 4

Findings

4. Findings

This section explains the findings that are achieved during the project and their connections that helped in taking further decisions towards forming the design framework of the project. This section will take through the main stages of understanding the findings and how they are driving this project. The visualizations were used as a tool to translate the intangible nature of service design into tangible information (Segelström, 2009).

4.1 How might the core intentions of Aalto living strategy 3.0 help in forming the base of the design framework?

On conducting the semi-structured interview with the development managers, the outcomes obtained were the following categories: 1) the well-being of staff and students, 2) long-term relevance of the strategy, 3) collaboration, 4) recruitment of talent and 5) mapping the progress of the University. The further connections are developed between them and grouped. These interconnections later help in understanding the core values of the Aalto Strategy that should be focused while framing proposal.

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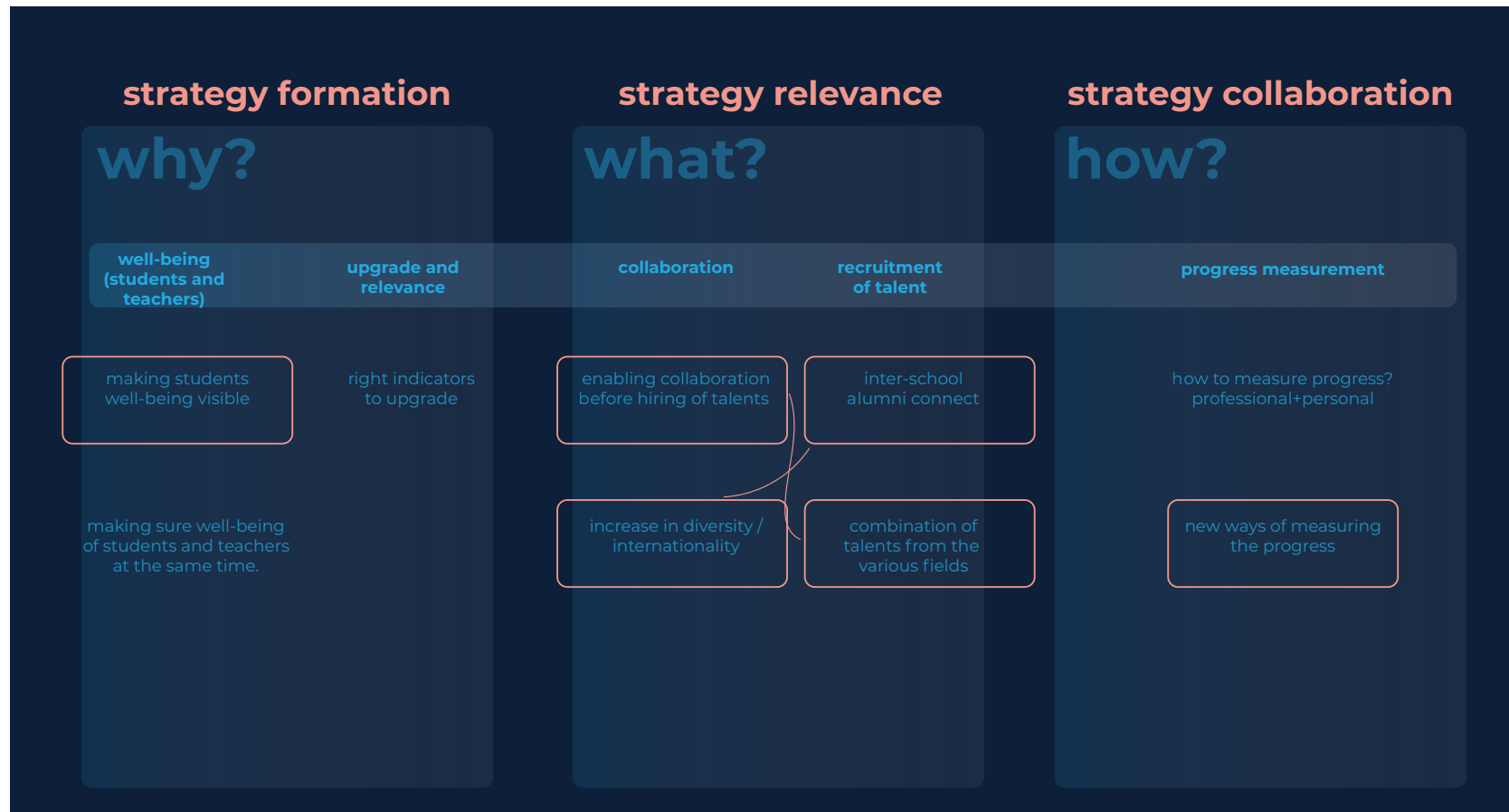


Figure 13. Analysis of semi-structured interviews

Analysis of the outcome explains that there exists a large number of overlapping areas amongst the departments in terms of subject knowledge. Despite this overlap, there is still a lack of awareness about this overlap amongst the departments, which restricts the potential sharing of the resources amongst the departments. It points out a requirement of the joint planning process to increase the probability of the potential collaborations.

Another concern pointed out regarding the stage of 'filling the template' is that it involves a hierarchical approach and gives HoDs a major role in the process. The template consists of the steps to be filled which are not necessarily equally relevant to all the departments. Having HoDs as the main in charge of this process of 'filling the template', somehow makes just one stakeholder of the chain majorly responsible for the process.

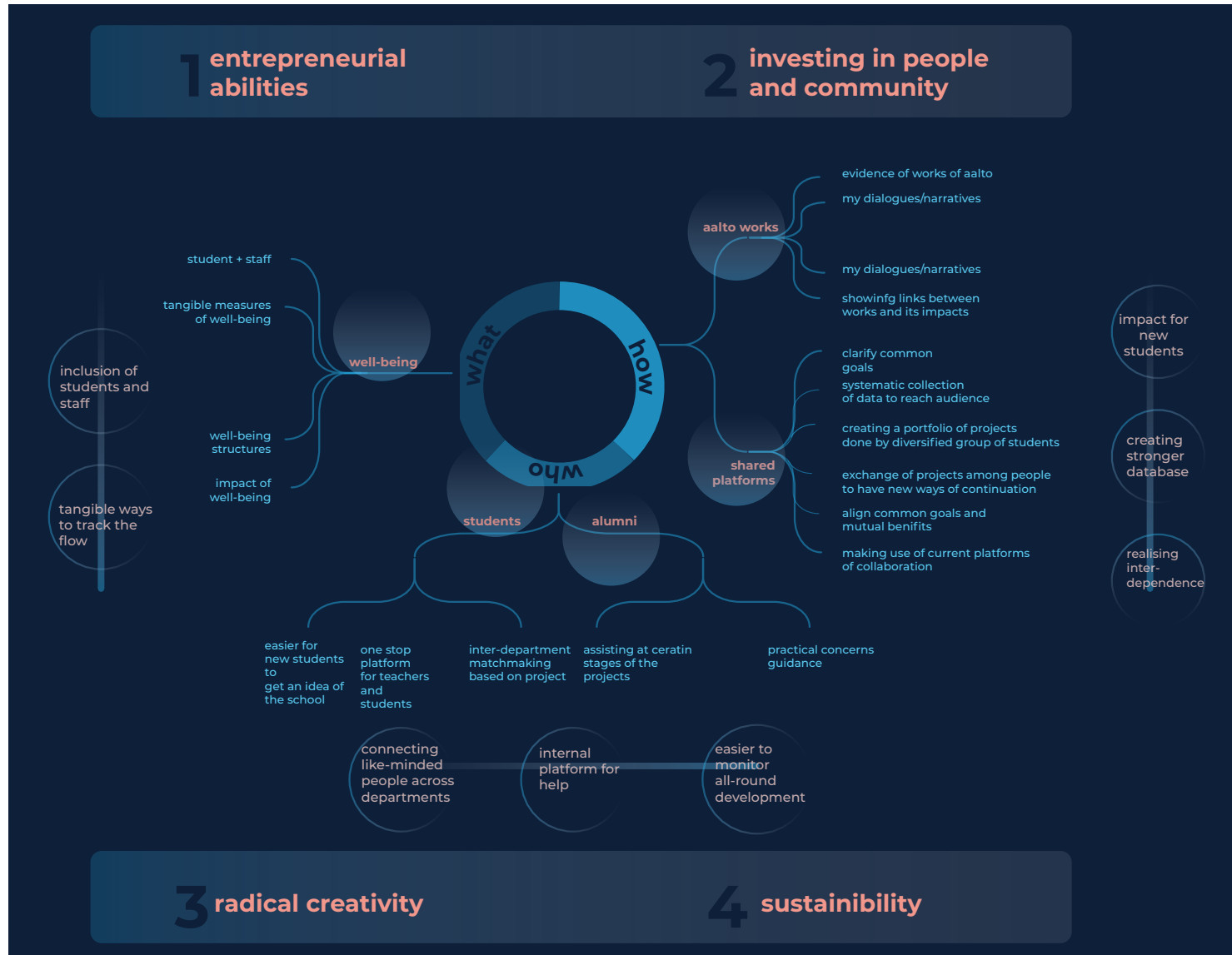
4.1.1 Community event

Analysing the data from the community event helps to further understand the detail of the core values of Aalto Strategy and they are then determined into three specific areas of What strategy ultimately aims at?, How could it be achieved (the means and methods)?, and Who would be most resourceful in helping to achieve the aim?

This event is the turning point that helps in finalizing the scenario for this thesis.

(see the diagram below)

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The community event focused on the cross-cutting themes of the strategy as well as one part of the enablers (investing in people and community). The core areas research, education and impact as well as other enablers (infra, campus) were discussed in other community events

This event helped in scenario framing and further validating. (Refer section 3.2.3: scenario framing, in chapter 3 Methodology and approach of this thesis)

Figure 14. Classification of data received in Aalto community event on 31st January, 2020

4.2 How might collaboration be understood in different settings?

4.2.1 Elements identified while studying the current implementation service

Based on the analysis of the focus group discussions with two schools, it is realized that lack of collaboration is not the primary problem. It implies that collaboration achieved is directly proportional to the effectiveness of participation in the process. Hence, the focus becomes of how to make the planning process of strategy implementation more motivating for the stakeholder participation. One of the major motivating factors that research during this thesis suggested was that of stakeholders being able to witness the outcome of their contribution.

Therefore, this made me realize to experiment with role of design in not only planning but also ensuring the monitoring.

The chart below displays the important elements from each step which are further categorized and connected to arrive at the main design framework.

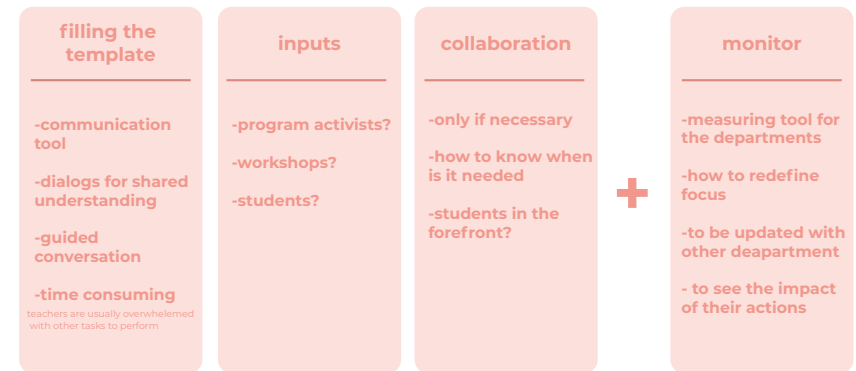


Figure 15. Identifying opportunities at each stage

The connection of those elements and their further categorization of what should be included in the planning phase and the monitoring phase respectively.

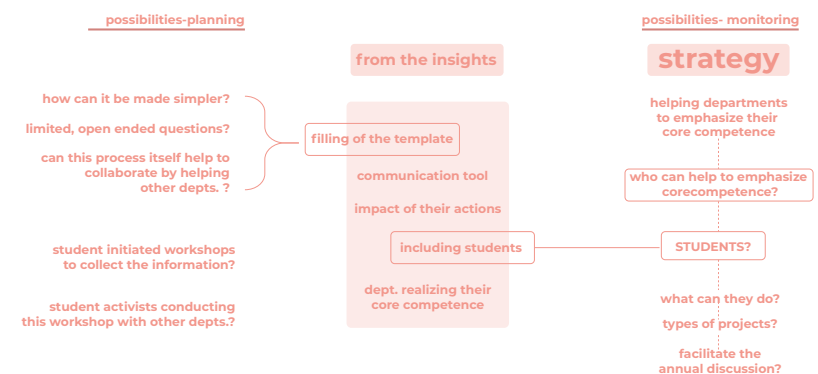


Figure 16. Connecting the opportunities

4.2.2 Aalto Leaders' dialog 10th March 2020

This event was organized by Aalto Leadership team and participants were Aalto management team members, the Head of the Departments and Vice Deans from all the schools.

The main topic of discussion was about the fund allocations and amongst HoDs. The event creates a platform for the HoDs to realize the priorities of their objectives when it comes to funding allocation. Prese-mo software was used during the event for participants. The Funding model helped in realizing the boundaries and practical limitations of the project and at the same time highlighting the crucial matters that should be prioritized.

The points discussed in the Aalto leaders' dialog later fell into the following categories of Internationality, co-ordination, Monitoring, Extending the scope, Well-being, Lifelong learning, Link, Joint efforts, Funding Balance, Collaboration, Open-mindedness.

The analysis of the inputs from the event further led to the discovery of the following points:

Co-ordination is the main link between the internal relationships of the departments and how can it be made more transparent in terms of their plans and future actions. The main critical step to be taken for this is communication and it emphasized the need for more transparency in information to the new professors.

Co-ordination also directly links to the monitoring aspect of the whole process. For example, there can be more visibility about the works of the departments amongst each other which could make it possible for them to track the flow of the resources. It shows a lack of transparency in the flow of funds.

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4.2.3 Potential role of design on identifying collaboration barriers

Design is known for having prospect to create collaborative platforms in diversified organizations (Hyvärinen et al., 2015). Hyvärinen (2011) with his experience in the work of public sector discusses in this article about challenges in the cross-organizational service networks and presents its findings in the form of a table. This table helps in recognizing the exact barriers in cross-organizational service networks and potential roles for design to intervene. This table of findings presented by Hyvärinen (2011) is taken as a guideline in form of its structure in order to identify the collaboration challenges in this thesis.

<i>Identified barriers</i>	<i>Role of design in this project</i>	<i>Points for further consideration</i>
Silos between the different departments	-A common platform for sharing the updates of the departments through students works of that department	-To make sure the updates stay consistent throughout and not just in the beginning.
Hierarchical challenges in Stakeholder engagement	-Establishing a more non-linear approach in the implementation system -Introducing students as new stakeholders to break the hierarchy and at the same time bring fresh perspectives to the implementation process.	-The design students are the ones who can be taking lead in the process due to their acquaintance with tools and methods.
Lack of transparency	-Highlighting the existence of the departments through their core values -Departments highlighting the activities done by them -More opportunities to communicate with other departments	-Equal opportunities are given to all the departments to put forth themselves.
Lack of resource sharing	-A platform for departments to present their needs in any specific project	

Table 3. Identifying the barriers in the collaboration

Guidelines for the table adapted from
(Hyvärinen et al., 2015)

Overall, this table shows the interconnections of the various elements that are causing barriers in collaboration, and how they are influenced by each other. The potential role of design emphasizes the need of increasing stakeholder engagement and having opportunities to increase interactions amongst them, thereby implying the need of participation.

4.3 How might participation and its degree, influence the collaboration in a living strategy?

Participation of human resources forms the core part of the strategy to be the 'living strategy' in nature (Gratton, 2000). The strategy that involves the participation, makes it 'open' to an extent to include the contribution from the human resources (Gratton, 2000). Hence, it is essential to determine the nature of participation of the stakeholders involved.

This thesis is working on the implementation phase of the strategy, which is considered as a service in this context. Hence, participation here implies the participation of stakeholders at the Service Development Stage.

As Sangiorgi explains that while designing at an ecosystem level, understanding the different roles, connections, opportunities and power to be given to them, play a significant implication (Sangiorgi & Prendiville, 2017). This thesis involves multiple stakeholders, hence, increasing participation also implies increasing the transparency amongst them for participation to be fruitful.

4.3.1 The need of co-ordination amongst different levels of participation

The main idea of the co-ordinated action here implies that the actions of the different stakeholders involved are in alignment with each other which would eventually better the outcome (Vuori, 2011). The article talks about firstly identifying the different types of roles and then realizing the interdependencies that might help in understanding the importance of each other's roles outcome (Vuori, 2011).

Regarding this project, co-ordinated action implies between the different hierarchy of the involved people for example students, teachers, head of the departments, etc on one axis and then different departments and schools on another axis. This clarifies that in order to establish the co-ordinated action here, it requires to build transparency where it is possible to study about the different schools and departments across all the levels.

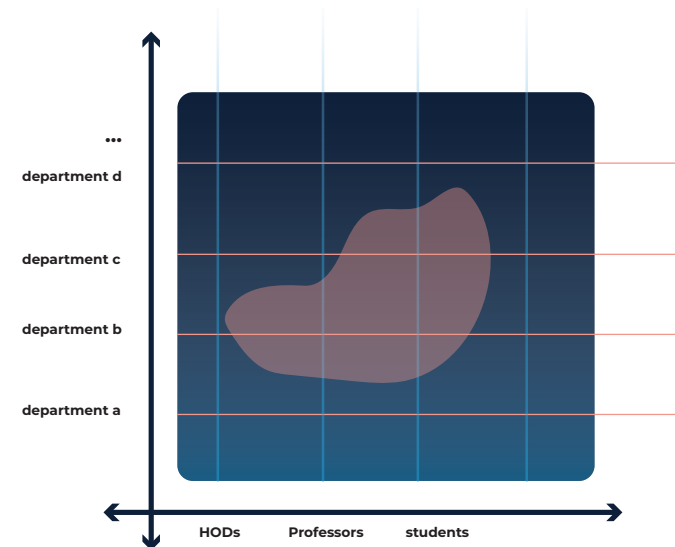


Figure 17. Elements that would intersect to form a common platform

Having a commonly shared platform amongst the different stakeholders would help in increasing the awareness of each other's actions. This doesn't necessarily mean to have detailed idea about others' roles but just have an overall idea, which can help them to modify or alter their own behavior in a way making it considerate of all (Vuori, 2011). Along with estimating what other people can do, this knowledge of other's role can also help in seeking their expertise in their particular field.

In including multi-actor platform, it becomes essential to consider the possibility of designing collaborative scenarios which consider joint learning and promote mutual learning, which enables to inculcate the value of benefits to all (Ansell & Torfing, 2014). The field of design thinking is suspected to be helpful to bring together the resources in open-ended and cross-disciplinary approaches (Ansell & Torfing, 2014).

Another important factor for collaboration that Vuori points is having trust and faith amongst the stakeholders for each other and the factor that would lead to this trust is them being able to witness the tangible outcome of their contribution (Vuori, 2011). The sense of belief that their contribution to the system can cause a difference is what motivates them further to perform their action efficiently.

Hence, this further adds emphasis on having a shared platform amongst the departments that can bring different levels of stakeholders together and let them learn about each others' activities.

Creation of an organisational infrastructure that influences the behavior of the people can also lead to co-ordinated action in the intended direction (Vuori, 2011). Vuori (2011) further emphasizes that establishment of transparency and increased communication between stakeholders helps them in increasing the overall understanding of each other and hence having an organised flow of structure, based on trust, leading to effective implementation through togetherness (Vuori, 2011).

4.4 How might students be introduced as stakeholders?

Looking into the process of the considered scenario, it helped me in understanding that the department level discussions did not include the involvement of students, which informed that it might still lack views of the students, who are one of the important stakeholders. The research in this project revealed on of the aims of Aalto targeting the well-being of the students, which makes students 'users.' End-users are believed to be important players in the design process which emphasizes to focus on students (Elizabeth & Dandavate, 1999). The ideas of the joint workshops conducted by the students can be a useful platform to bring together various departments, and making students an important part of conducting the process would help students in creating a mechanism for including their perspectives.

Aalto university being a hub of diversity (Aalto University, 2020) opens up a possibility of it already being self-sufficient in terms of talented and potential human resources. The possibility to use the in-house resources and having a defined role for them would eventually help in strengthening the community, making Aalto more self-reliant. The strategy working team mentions that advantage of including students would be having someone in implementation process who already have a clear context about the university, as they belong to the same study environment. It would be easier for them to identify the underlying actions during the process than for an external member.

This thesis project identifies the role of the designers as translators or bridges between different types of people in an organization (Hyvärinen et al., 2015). Analysis shows that the current process of the considered scenario functions on a hierarchical and standardized culture and hence to look into the opportunities where it could be made more experience-oriented.

One possible option could be to have students familiar with service design, strategy, and collaboration to be engaged in the process, having them to lead the process and be assisted by students from other departments who are curious to explore this topic. This will create a platform for the design students to be in charge of the process where they would follow the guided structure provided by their respective school heads.

Identified level of participation of the students for this particular case.

(Arnstein, 1969).

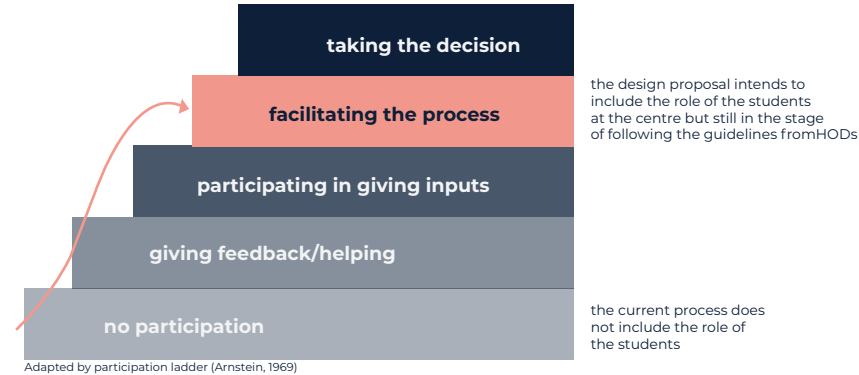


Figure 18. Participation ladder determining the position of students

The participation ladder is a visualized illustration for showing the level of participation of a particular actor (Arnstein, 1969). In this case, it is re-framed to help in realizing the current level of involvement of students in the implementation process. According to the current scenario, the participation of students is not considered and based on the findings it is realized that they can be at the stage of facilitating the process and belong to the initial levels of 'control' category of the participation ladder.

Redistribution of power

Learning participation in design process helped in understanding that it not only depends on methods or transfer of skills but also realizing the redistribution of the power in the design process (Sangiorgi, 2011). Hence, in this thesis, this realization was materialized by distributing the power to the students and enabling their participation.

4.5 Closure to findings

By identifying new combinations of alignment of actors and resources, there comes a need for some additional resources needs to fill the gaps in the new arrangement made. They can be in the form of technology, infrastructure, communication channels, or any other additional practice that can help in fulfilling the decided service to obtain the value.

Therefore, the next step was to map the entire service blueprint with front stage actions, backstage actions and realizing the touch-points that would help in conducting the process. This lead to studying design as an infrastructure. Design infrastructure, in this context, is aimed at achieving through the transformative design approach, the focus is not any particular strict outcome but rather exploring and enabling solutions which are a system of products, services, communication, as per identified need (Sangiorgi, 2011).

Elements taken forward for the formation of the design framework

Transparency and communication, promoting students' projects, making the process more student-oriented, bringing together different departments, enabling sharing of resources, helping the department to highlight their core competence, living strategy.

The formation of final blueprint

This is for having a clear awareness about roles and actions and to show the process of how it is derived, so that in future, it can be applied to other scenarios. The guidelines for the formation of the blueprint were taken from the learnings during Designing for services (Solsona, 2019).

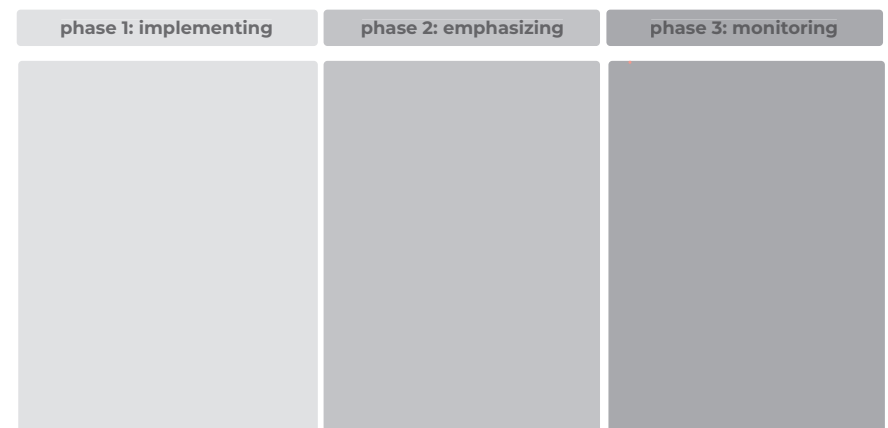


Figure 19a. Formation of Service Blueprint-step 1

1. The main service blueprint shows the division of the entire current implementation process in three main phases, phase 1: implementing phase (steps for initiating the implementation), 2: emphasizing phase (steps emphasizing on the roles and identities) and 3: monitoring phase (Evaluating and negotiating for it to benefit all the involved stakeholders).

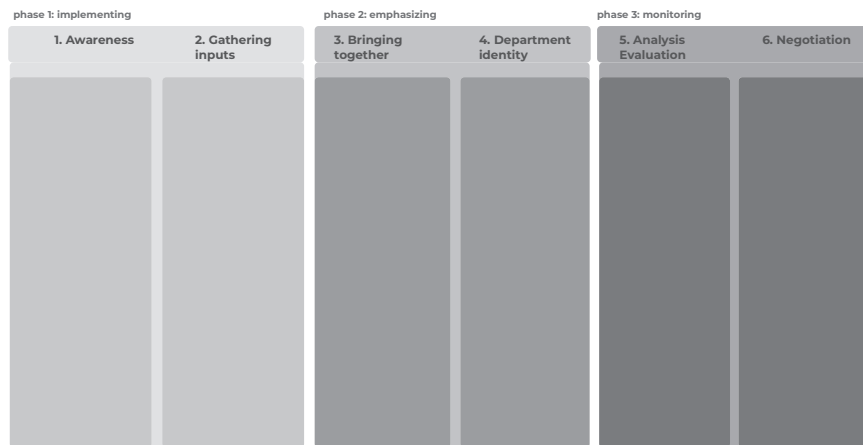


Figure 19b. Formation of Service Blueprint-step 2

2. Each phase has further two sub-phases according to their chronology. All the stages are vertically into their order of occurrences. Awareness and gathering inputs under immediate implementation phase, bringing together of the departments and helping them create their own identity, under the emphasizing phase and evaluating phase, and the analysis and negotiating the common ground for everyone under the monitoring phase of the service.

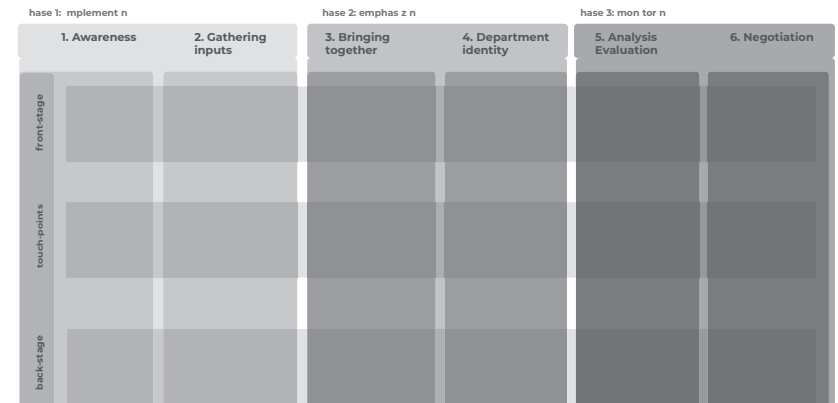


Figure 19c. Formation of Service Blueprint-step 3

3. The row distribution mentions about the front stage actions, touch-points to perform the actions, and backstage actions that would enable the process to happen.

chapter 5

Recommendations

Recommendations

The findings helped in highlighting the gaps in stakeholder engagement and transparency amongst the departments due to omnipresent silos amongst the departments; and rigid hierarchical structures amongst the stakeholders.

The study reveals how collaboration is influenced by stakeholder participation. It also identifies students as one of the key stakeholders who can facilitate strategy implementation, providing a mechanism for including their perspectives.

This section includes an example proposal that aims to show with a concretised scenario of how the current situation could be changed to

- a) increase participation and
- b) nurture collaboration between departments.

Example proposal consists of:

- 1) analysing and visualizing one of the phases of the implementation process, which includes studying the hierarchies in the process, identifying new stakeholder roles and, touch-points;
- 2) recommendations in the form suggesting new physical scenarios; and web-based scenarios that could also help in conducting a pilot test for bringing departments together; and
- 3) identifying a set of guiding principles to apply while considering other stages of implementation.

5.1 Analysis of the process

The initial stage of the planning process of strategy implementation was finalized to be taken as a scenario for experimenting with service design as an approach during the thesis. In order to be able to make the recommendations, it is essential to study in detail the current stakeholders and their actions in that stage. This analysis creates a guideline which can be used for analysing other stages of the implementation process.

The study shows that there are three main phases in this particular scenario that is considered. (1) Distribution of templates to HoDs (2) HoDs taking few weeks to complete the template and then returning to the development managers. (3) Development managers unify the inputs received from several departments into one school plan.

1. In this phase, the templates are distributed by the Development managers to the Head of the departments which they return to them on the completion. The HoDs carry out this task along with other responsibilities. Also, the background of the different HoDs influences the nature of their contribution to the task.
2. In the current practice, HoDs are the main stakeholders in conducting the process and completion of the task adds responsibility. They get the time of around two weeks to complete the department level task and return the filled templates. Each department has its own way of getting the template filled and hence there was no particular method in gathering the inputs.
3. The Schools management team finalise the school plan and the Deans are responsible for it. Development managers coordinate the process.

5.1.1 Identified gaps in the process

Interviews and discussions helped in identifying two main places which portrayed gaps: stakeholder engagement and transparency amongst departments, where service design, as an approach could be experimented with. The example proposal is in 2 main parts 'gathering the input' phase and 'monitoring' phase.

In gathering the inputs for the template on the department level, currently, there is a very linear approach for data collection due to the hierarchical structures that exist in the university.

Also, students are not yet included in the process as it is considered difficult to find students who can devote a good amount of the time to the process. Due to the lack of involvement of other stakeholders, there was identified a gap in the stakeholder engagement.

Aalto University is a wide platform, brings various branches together (Aalto University, 2020d). Due to the existing systems for managing wide infrastructure workloads operating in silos, it lacks enough communication amongst each other, and hence, might cause the loss of information while transferring from one actor of the chain to another. This creates a gap in transparency amongst the departments. This service blueprint therefore particularly focuses on the 'bringing together' of various roles through one common platform and help them in reaching each other.

These gaps were further mapped together leading to the formation of service blueprint which helps to understand the complexity of the existing structure and suggests new actions, and touchpoints in order to fill the identified gaps.

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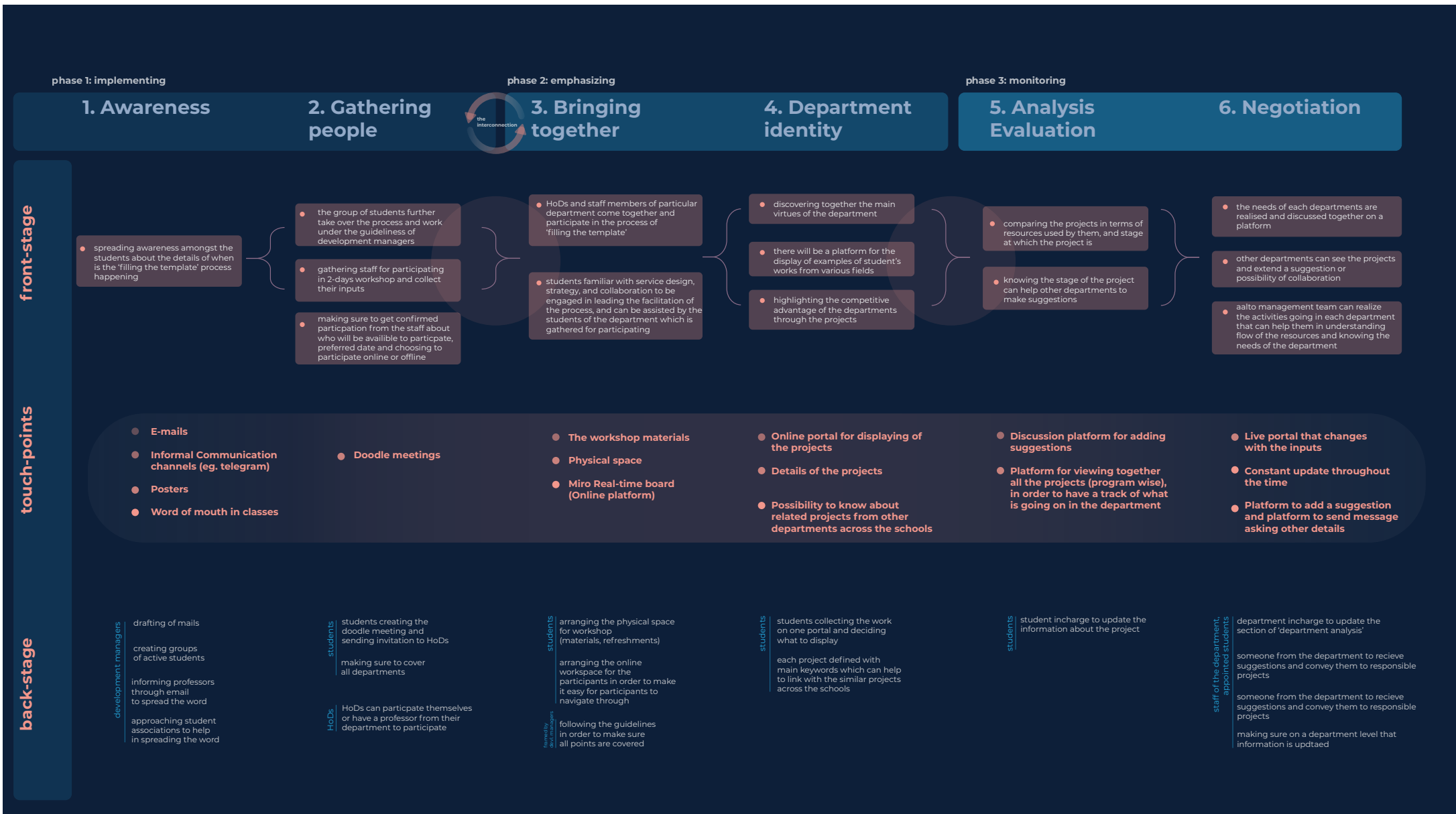


Figure 20. Service Blueprint with recommendations of new actions and touchpoints

5.2 Scenarios

STEP 1:

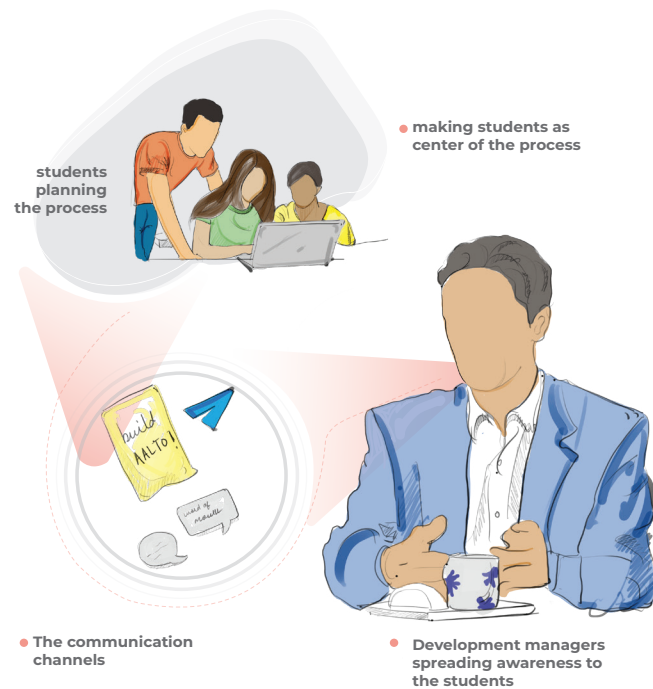


Figure 21a

1. Awareness

Creating awareness amongst the students to include their participation in the process and reducing the hierarchical barriers.

Awareness:

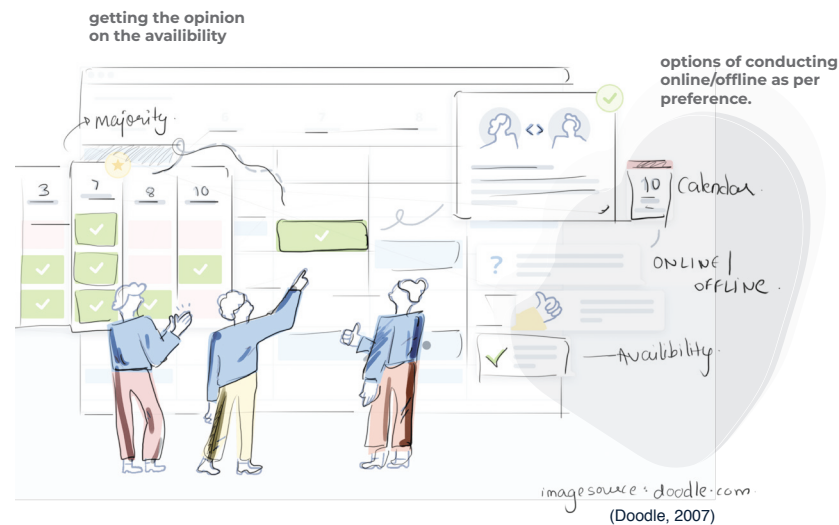
In order to ensure or include more variety in the participation of the implementation process, stakeholders would have to be made aware about it through the efficient means and in a way that interests them.

Current approach: Development managers distribute the templates to the HoDs of their school, who then fills the template and return to the deans on the asked time.

Insight: HoDs are usually preoccupied with other responsibilities and hence cannot give many days for this process. Involving students, as stakeholders to facilitate the process in 2-3 days through full day workshops can help in ensuring more effective participation.

The new scenario suggested: Development managers using the communication channels that are popular amongst the students and let them know about such process taking place and propose them an opportunity to be a part of the platform that can help them to have a say in the offerings of their department.

Channels, ways and means: Telegram app, Posters, Student associations, word of mouth in the courses.

STEP 2:**Figure 21b****2. Gathering people**

A tool for viewing the Availability of the HoDs and planning the workshop accordingly.

In order to make sure enough number of participants for the process, it would be important to keep a track of the availability of the HoDs to participate. Along with having students confirmation in facilitating the process, it is equally important to have confirmed presence of the HoDs. In order to participate. This that would help in getting the confirmed participation of the HoDs.

The new scenario suggested:

To gather the participants for the workshop, the platform such as doodle can be used. It will make it easier for the students to get connected with the Head of the departments without having to reach them individually. This platform is currently used at Aalto for arranging several meetings and hence, people are acquainted with the way it works.

Doodle is a platform which helps in scheduling the meetings as per the convenience of the individual and it collects the majority which can be then observed to decide on basis of the availability (Doodle, 2007). It is a very convenient and appropriate software to arrange meetings that involve a larger group of people who are spread across varied fields and its use is already practiced in Aalto University. While creating a schedule, along with the date and time, the preference can be asked for participating in it online or offline. Later, on receiving the polls, a separate workshop can be arranged for online participants and another one for offline one.

This system makes sure it gives open opportunities to all the members to participate according to their convenience without imposing them with just one time slot. There is a preference for them to participate online or offline.

STEP 3:

The 2 day workshop takes place for gathering the inputs from HOD.

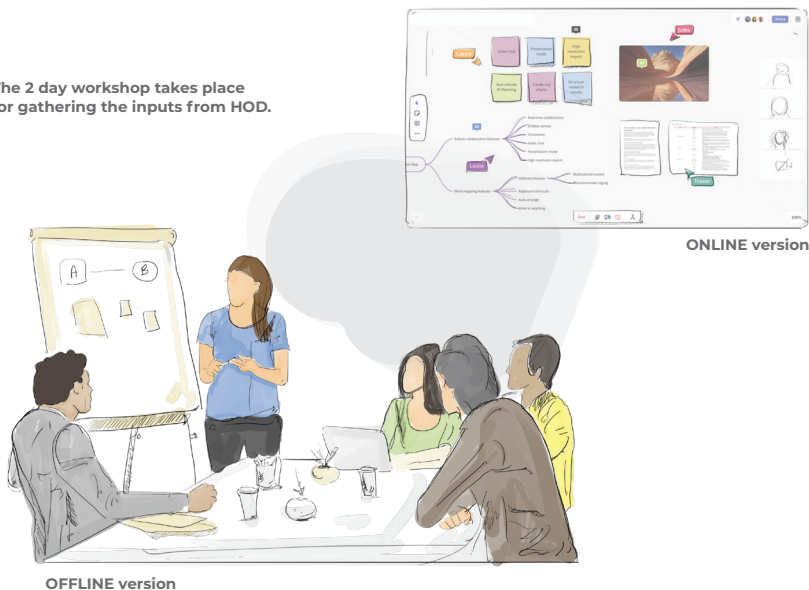


Figure 21c

3. Bringing together

Online/offline workshops conducted facilitated by the students spread over 2 days to fill the template.

The bringing together phase is gathering for the workshop for filling the template. This would take place according to the availability marked by the participants (HoDs). Reviewing the doodle platform will help the students leading keep a track of online and offline participants.

Current Scenario:

Currently, this is conducted by HoDs over 15 days and it is carried out in different ways by different departments. Due to other responsibilities, HoDs find it difficult to give enough time for this process.

This led to the idea of having this process confined within a smaller number of days and having it facilitated, for the better understanding of tasks in the process. Having it facilitated mainly aimed to create an enhanced collaboration as an integrated part of the process by making the process more inclusive. This would enable implied collaboration.

The new scenario suggested:

Instead of two weeks task, it can be confined into 2-days workshop which can ensure more effective contribution from the HoDs and the staff members. HoDs can suggest to include specific professors and teachers, who they think can be useful to contribute to the process. The offline workshop can be in one of the rooms of the university premises where it is familiar for people, or it can be a 2-day online workshop. As it is confined to be in 2 days, it will ensure more efficiency in terms of participation and more authentic responses as people are devoted only to that task during the time. The workshop facilitation would be taken care of by the students to have their opinions included and also have fresh and creative ways of conducting the workshop. The guidance given to the students for the facilitation would be by the Development managers in which they will mention the boundaries and points which need to be followed during the workshop.

According to the current scenario, the participation of students is not considered and based on the findings it is realized that they can be at

the stage of facilitating the process and belong to the initial levels of 'control' category of the participation ladder (Arnstein, 1969).

The suggestion:

Hence, the workshop could be facilitated by the students. One possible option could be to have students familiar with service design, strategy, and collaboration to be engaged in the process, having them to lead the process and be assisted by students from other departments who are curious to explore this topic. This will create a platform for the design students to be in charge of the process where they would follow the guided structure provided by their respective school heads.

The respective staff in the workshop and the students can work on the template together.

As the flow of the workshop is guided and formulated by the Development managers and the workshop itself is conducted with the HoDs, the agenda of the workshop can be made sure to be fulfilled.

Channels: Physical room for the workshop, Miro real-time board for the online workshop.

Online workshop

With this highly unlikely situation caused globally due to the COVID-19 pandemic, holding the events online has turned out to be the one way that events can happen. Due to most of the high-profile gatherings being switched to an online portal, there has been a need for the organizations to experiment the online tools and have alternatives available to conduct the processes online as well.

Hence, the client suggested looking deeper into how the online workshop can be conducted better and be made less intimidating as an approach.

Although it is very difficult to bring the liveliness and motivation of the offline workshop on to the screen, online facilitation also presents its distinct opportunities which can still provide the long-run benefits for an organization. The practical constraints about conducting online workshops are discussed in detail towards the end of this chapter

5.3 The monitoring

The following section explains the later stages defined in a service blueprint; creating an identity of the department, evaluation of the analysis, and negotiation about the resource sharing and allocation amongst the departments.

Design as a field is in a constant state of transformation (Colin Burns et al., 2006). This means the role of design not being limited to just designing a solution to the current issue, rather designing means to ensure continual responsiveness, adaptive, and innovative attributes (Colin Burns et al., 2006).

Example of design proposal itself just acts as a base for the solution but thinking about its continuity in the future is what makes the solution holistic. This aspect of continuous redesign requires to determine the role of the users before and after the use of design (Sangiorgi, 2011).

As the main point raised by the HoDs during the discussion, having to retain the department identity is more essential than enabling collaboration. Collaboration should be caused in a way that highlights the uniqueness of each department. One of the possible ways to portray the values and virtues of the department could be through the students and their work.

Findings also reveal the need to increase the transparency and communication between the different schools and their departments to enable the smooth functioning and realize the overlap of requirements between them. Realizing this overlap in terms of talents, financial resources, and so on, would help in practicing the sustainable way of functioning. This led to formation of having a one-stop platform where all the projects could meet each other across the departments and it is possible to understand their deeper connections to the streams which enable knowledge and resource sharing. Hence, in the project, making the design adaptive and ongoing is achieved by using collaboration as a medium.

Creation of a collaborative platform that brings together different stakeholders through students' projects will ensure achieving the continuity of the platform, as projects will keep updating.

In order to test the tangibility of the proposed recommendation, next step was to visualize the working of a common platform for one particular project at Aalto and portraying through it the 'bringing together of the departments'

5.4 Web-based scenarios

(can be used as pilot test for bringing departments together)

Inspiration

There exists an Aalto portal which brings together the research works across the university

Aalto Research portal is an example of the platform where the research publications are collected under one platform based on their category (Aalto University, 2020a). It has a database of across the fields in the area of research and it creates a 'go-to' platform for seeking the relevant and needed information. During the execution phase of my design proposal, I came across this portal and it provided a validation to the thought of having one-stop platform for the projects.

However, there still lacks a system which combines the students' works/projects during the courses and the projects done with company collaborations. This particularly can help highlight the identity of the department through students works.

Thesis research helps to understand that staff would prefer using existing platforms and software for any kind of renewal, as the learning of the new systems along with understanding new process might become challenging for them.

This led to coming up with the additional pages on the website of Aalto which can help to create this transparency and have a platform where departments can portray themselves.

Scenario

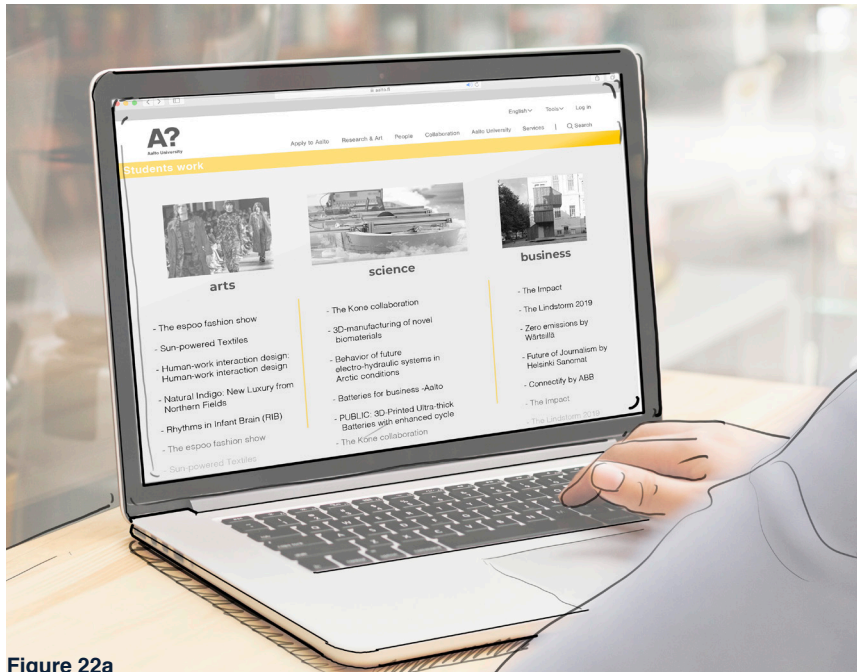


Figure 22a

Taking an example of a project called 'Aalto explorer' (Aalto Explorer, 2017).

In the portal, after clicking that project, it gives brief information about the project and three main keywords which are related to the project. Here, for example, are navigation, underwater and virtual reality. Each of these keywords are connected to other related projects and clicking on the keyword gives us a range of projects which are linked to that keyword.

Screen 1a

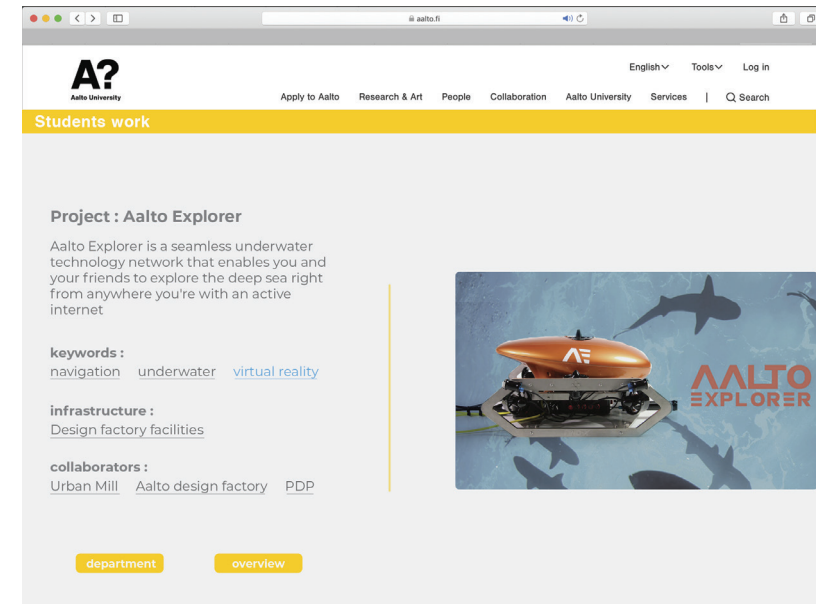


Figure 22b

The homepage of the project would have a small description of the project where it mentions about its top 3 keywords. For example, here the main project mentioned is 'Aalto Explorer' and three main keywords are navigation, underwater and virtual reality.

Screen 1b

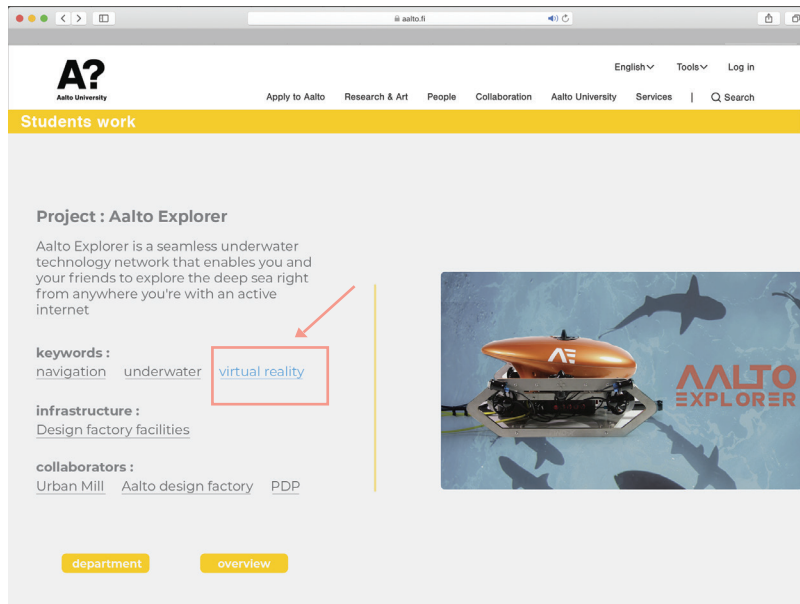


Figure 22c

In the next step, clicking virtual reality here takes us to a page where all projects related to virtual reality will appear across all the departments and schools.

Screen 2

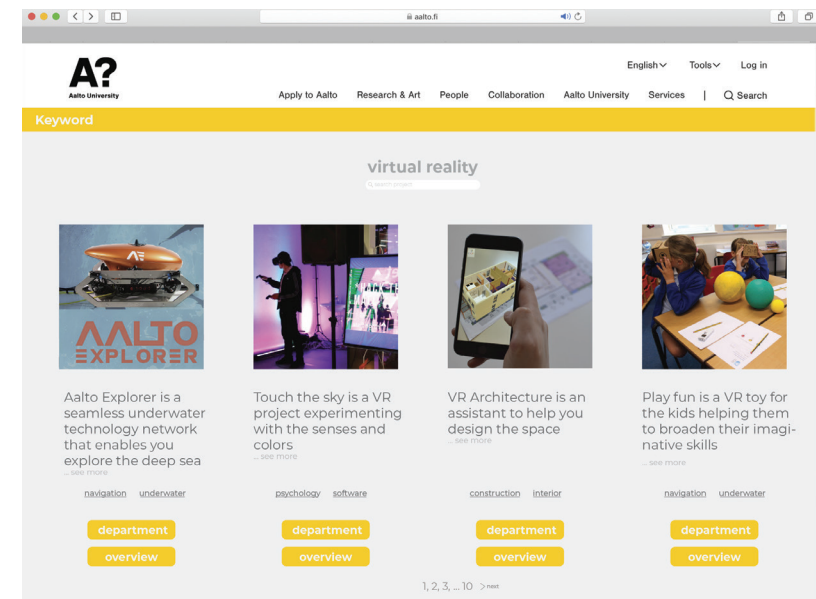


Figure 22d

This will help us in enabling togetherness through the projects and student works. As virtual reality projects can be from various schools and departments, this platform can help in seeking help in the project that require the knowledge of other fields. The exchange of knowledge and information about the same topic through perspectives of various fields is what brings the opportunity to collaborate for better and helping to take the projects to another stage. On a bigger landing page, it shows the projects across the departments that are related to the selected keyword. Further, there are two options namely department and overview. On clicking 'department' on this page, it takes us to the following page.

Screen 3

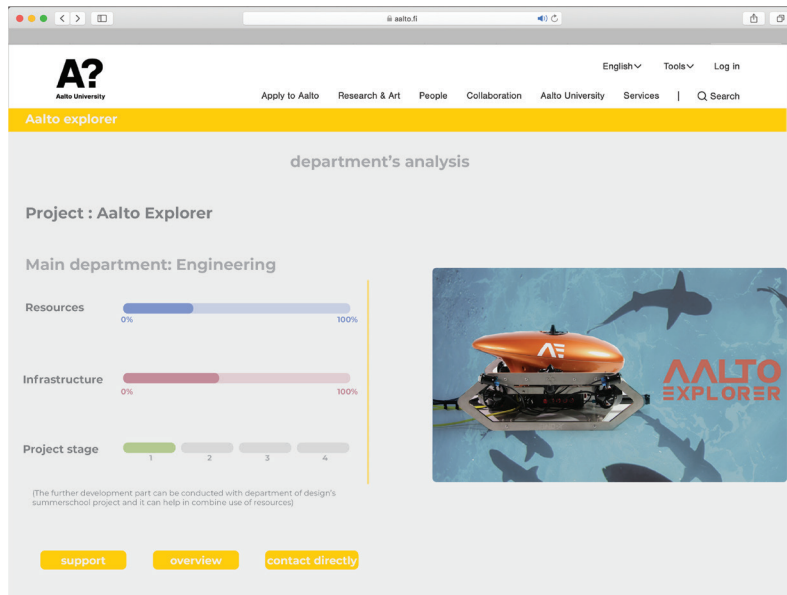


Figure 22e

On clicking the department, it gives us the departmental analysis of the project for example resources used by the project, infrastructure used, and at what stage is the project currently in. This can help the external people in identifying a scope of extending support. Sometimes, the projects stop on theoretical stage as the course gets over but many of them might have potentials for being the starting point for next upcoming projects, the approaches or contacts that can be used in the future, within or outside the particular department that project took place in. On clicking 'overview', it takes us to the following page.

Screen 4

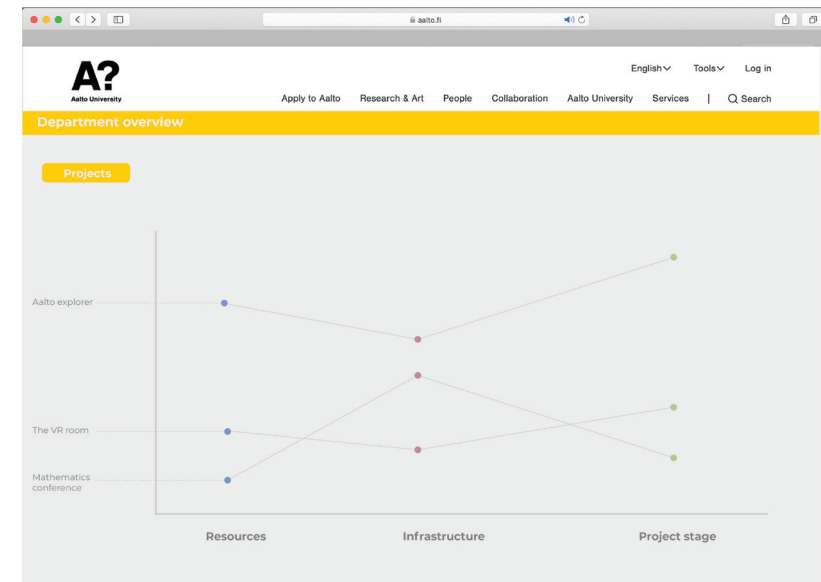
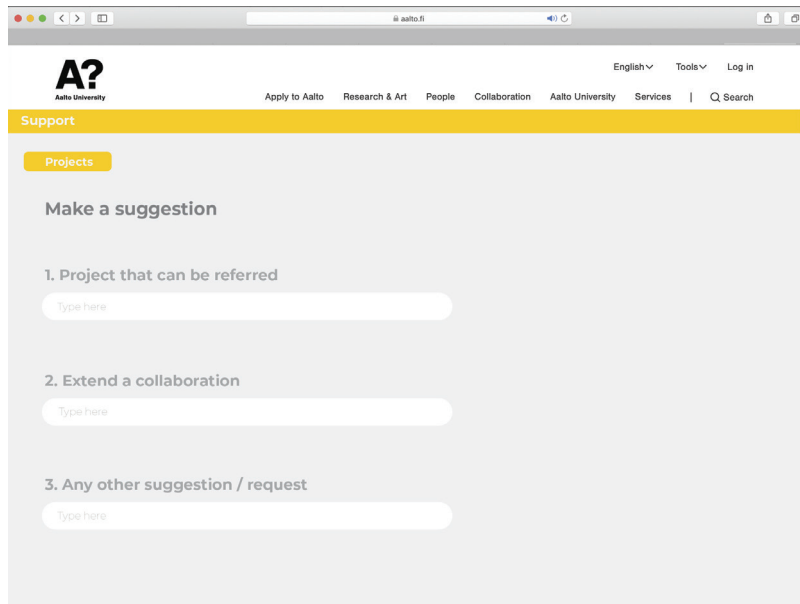


Figure 22f

On clicking the overview, it takes to a page where all the projects of a particular program are mentioned and each of its positioning in resources, infrastructure and the stage in which it is, is shown. This page can also be viewed by the responsible heads of other departments and hence it can help them in understanding the flow of the resources and being aware. On clicking 'support', it takes us to the following page.

Screen 5



A?
Aalto University

English ▾ Tools ▾ Log in

Apply to Aalto Research & Art People Collaboration Aalto University Services | Search

Support

Projects

Make a suggestion

1. Project that can be referred

Type here

2. Extend a collaboration

Type here

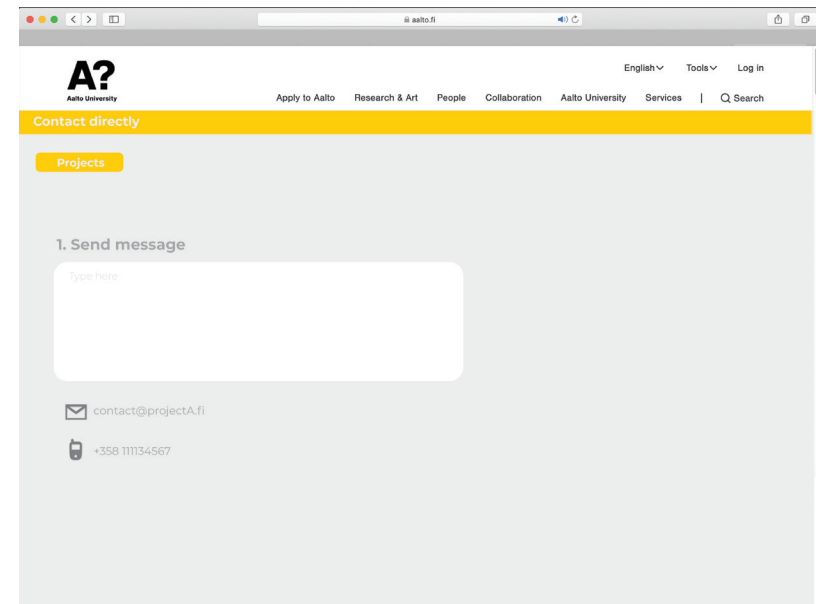
3. Any other suggestion / request

Type here

Figure 22g

On clicking the support option from the previous page, it takes to a page where it makes it possible to add an opinion as a member of an external department or also let you give some suggestions you might think can be helpful for that project. This creates a possibility of collaboration amongst the departments on basis of the needs of the projects.

Screen 6



A?
Aalto University

English ▾ Tools ▾ Log in

Apply to Aalto Research & Art People Collaboration Aalto University Services | Search

Contact directly

Projects

1. Send message

Type here

contact@projectA.fi

+358 111134567

Figure 22h

In the contact directly option, there is a possibility to enter a query or send a message asking something about the project that would like to be known in detail for the use of other projects or help in any other case.

To summarize, the department analysis of a project happens on a department level, i.e. it shows the percentage value only compared to the projects from a particular department. The overview section lists the projects according to the program wise. Support option is mainly to suggest or extend a collaboration, if a person from the external department has a potential related project or if any such project has done previously, its reference can be shared or some personal experiences can be talked about. There is also a possibility of contacting directly to the project in-charge if it requires a personal discussion or a talk to understand the general details about a specific project.

5.5 Guiding principles to apply while considering other stages of implementation

The analysis of the initial phase of the process helped to come up with a set of elements that can be used as a guideline while analysing the other phases of the planning process in strategy implementation.

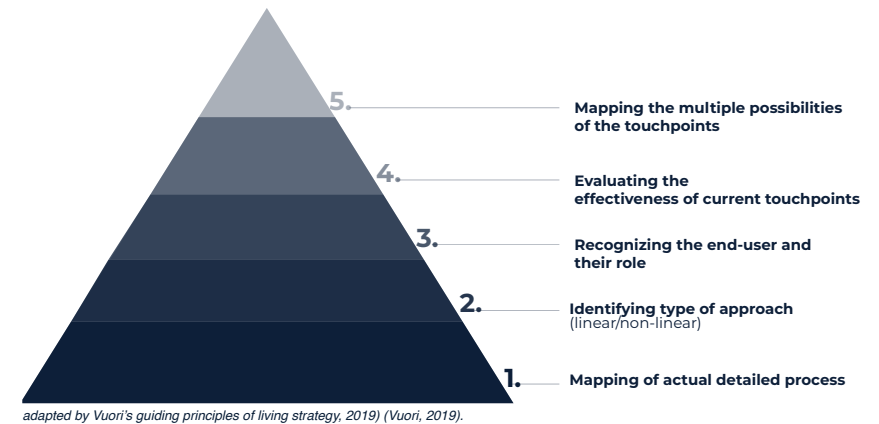


Figure 23. Guiding principles for analysing other stages of implementation process

5.6 Closure

5.6.1 Students as facilitators:

Even though if a workshop takes place online, the role of facilitator remains irreplaceable in order to ensure the smooth flow. Considering to have multiple facilitators can help in a smooth run of the process. In order to have the availability of the multiple facilitators, it is essential to have a working force that can be available more than one in number at the same time. It would be an added advantage to have students as facilitators as they are already experienced being part of such events and it becomes easy for them to adapt to the requirements of facilitating. Therefore, a team of students, in particular, can be a useful resource for the same.

Students familiar with service design, strategy, and collaboration to be engaged in the process, could lead the process and be assisted by students from other departments who are curious to explore this topic. The students from other departments (the department for which workshop is arranged) are the one assisting them as they will have subject knowledge about their own particular department which will help to include their views in terms of filling the template.

In order to bring the design in the culture, adopting design as a way of functioning is an essential practice. Service design by its behavior is more like a practice of conduct rather than a direct tool for a particular solution (Hyvärinen et al., 2015). Including design practitioners can help apply design to the organization-based culture (Hyvärinen et al., 2015). Hence, this project allowed making the processes more student-centric, starting from the students of the department of design.

5.6.2 Creating a win-win scenario for all stakeholders

Students: For students from the department of design, creating an opportunity for them to have a practical platform to explore their learnings, helping them to increase the value of their learnings (Saavedra & Opfer, 2012). This can be a motivating factor for them to invest their time as they get to practice what they are learning.

For the students from other departments, it creates an opportunity for them to learn methods outside of their main subject and bringing students together helps them to learn about the multidisciplinary effect. Overall, for all the students it creates a way to have their perspectives included in the process and making them more aware of the happenings of the university.

Head of the departments: Head of the departments don't have to be responsible all by themselves in gathering the inputs. Introducing students as facilitators can help them to share their responsibilities and confining the process to 2-3 days instead of weeks can help them to contribute more effectively.

Development managers: Development managers can be assured of getting more effective inputs due to ensured participation from multiple stakeholders. This would help them to reduce their stress on translating what template wants to convey as the process would now have facilitators.

Aalto Management Team: The monitoring phase of the proposal helps the Aalto management to know about various departments, projects and hence find out opportunities for resource sharing.

5.6.3 Further considerations for an online workshop

Participating in few of the online events, and learning from the experiences of the online facilitators, helped me to combine the guidelines for the effective online session and ways in which effective results can be obtained out of it.

The task was to look into the flow of how the online facilitation would take place, find out the gaps, if any, map out the risks to avoid them, getting acquainted with the materials that might be needed, the medium of the facilitation and so on (Prem, 2020). The article further informed that the most important finding was to have a shorter duration of the event as compared to an offline event, because screens can seem to be more tiring, and taking away attention quickly. To maintain the consistency of the flow it is very essential to have the small frequent breaks already planned in the schedule (Prem, 2020).

The platform for the facilitation of the workshop in this case that was decided was Miro real-time board (Miro, 2011). Through the experience of several service design group projects that we have been doing, this software was found to be the closest link to the offline experience that it could provide.

Along with the practical concerns, it was also discussed how to bring a 'human touch' to the workshop, even though it is being conducted online (Kush, 2020).

The participants might not have interacted with each other before, hence to make them comfortable, icebreakers can bring a good start; basic quiz about the surroundings and the campus.

There can be frequent breaks planned that includes informal activities in form of group energizers, which can give them the opportunity to have a time off the screen, from time to time. Another way to make the participants more connected, there can be 'workshop kit' provided to them before the workshop, so there is a uniformity

in the tools used by all the participants and hence brings the feeling of being in the same place. The budget of the workshop determines if this is possible or not.

Along with the participants, workshops are equally challenging for the facilitators in order to keep track of the workshop. The most efficient way to learn from the workshops is to have feedback from the participants, in order to consider it in the next workshop. The starting point for the same can be:

What was the best part of the workshop?

Which moment did they wish they didn't want to happen?

What was the most difficult phase of the whole workshop?

If I were a facilitator, what would I do?

When participants are giving the feedback keeping in mind these points, it can help the facilitator to create a toolkit of their own, with new learnings each time. These can be further shared or transferred amongst each other to spread the learnings and keeping in mind while conducting different workshops.

Reflections:

After the recommendations made for an example proposal, the scale of the change between the initial brief of the project and the actual opportunity was realized. What we are trying to solve about the problem only gets clear and apparent as we are solving it and hence, scope of the design cannot be predicted in advance, but rather is determined along the way, during the process. (Cross, 2006).

The process looks as simplified as collecting information and synthesizing into solution, but in reality, the journey towards the solving a problem is what helps in the actual understanding of the problem (Cross, 2006). Design, as described exploratory by Cross, explains that a designer determines the interpretation of the brief. The designer doesn't necessarily have to have in mind a particular solution, but rather could be focused on the creation of a potential map, allowing to set on a journey of limitless possibilities to discover new perspectives (Cross, 2006).

chapter 6

Conclusion

6. Conclusion

This thesis focused on initial phase of the planning process of strategy implementation, as well as examining the relevance of the living strategy through a service design approach. The study was conducted through the application of qualitative research methods in order to gain insight into the underlying intentions of the strategy. The empirical part of the research along with attending the strategy working group meetings created most of the base for arriving at findings.

Thesis highlighted the gaps in stakeholder engagement and the transparency between the departments. It further pointed out the silos amongst the departments and rigid hierarchical structures amongst the stakeholders. The study revealed how collaboration is influenced by stakeholder participation at various stages. It also identified students as one of the key stakeholder groups who can facilitate strategy implementation, providing a mechanism for including their perspectives. The inclusion of the students also created a possibility of having a platform for them to be a continual part of the process and hence contributing to keeping the living aspect of the strategy. This is how the thesis creates a new centre of focus of the process as students, making it student-centred.

The study concluded with an example of three-fold proposal which consists of (1) analysis and visualization of one of the phases of the implementation process, which included studying the hierarchies in the process, identifying new stakeholder roles and touch-points; (2) identification of a set of guiding principles that can be applied while considering other stages of implementation; and (3) recommendations in the form of web-based touchpoints that could help in conducting a pilot of the suggested proposal.

The thesis experiments with the role of service design as an approach in implementing Aalto's living strategy 3.0. This is achieved by tapping into collaborative aspects amongst the different departments, and, hence, promoting a transparent, all-inclusive, and non-linear approach in the strategy implementation process.

The thesis was a process of learning together along with the strategy working team and shifting the emphasis of the project, when realized. Visualizations were used as a major tool for understanding the research, analysing and communicating it to the team. Visualizations helped in sense-making of complexities in the process and helping to gain a clearer understanding of the data collected during the research. This thesis is an example of how a service design approach utilizes visualizations as a communication tool to design effective solutions. This project used visualizations from the early stage itself in order to make the process visible to the client and the users (Segelström & Holmlid, 2009).

Strategy working team regarded the contributions of this thesis valuable in terms of learnings it offered to them and way it helped in understanding one particular phase of implementation process in detail.

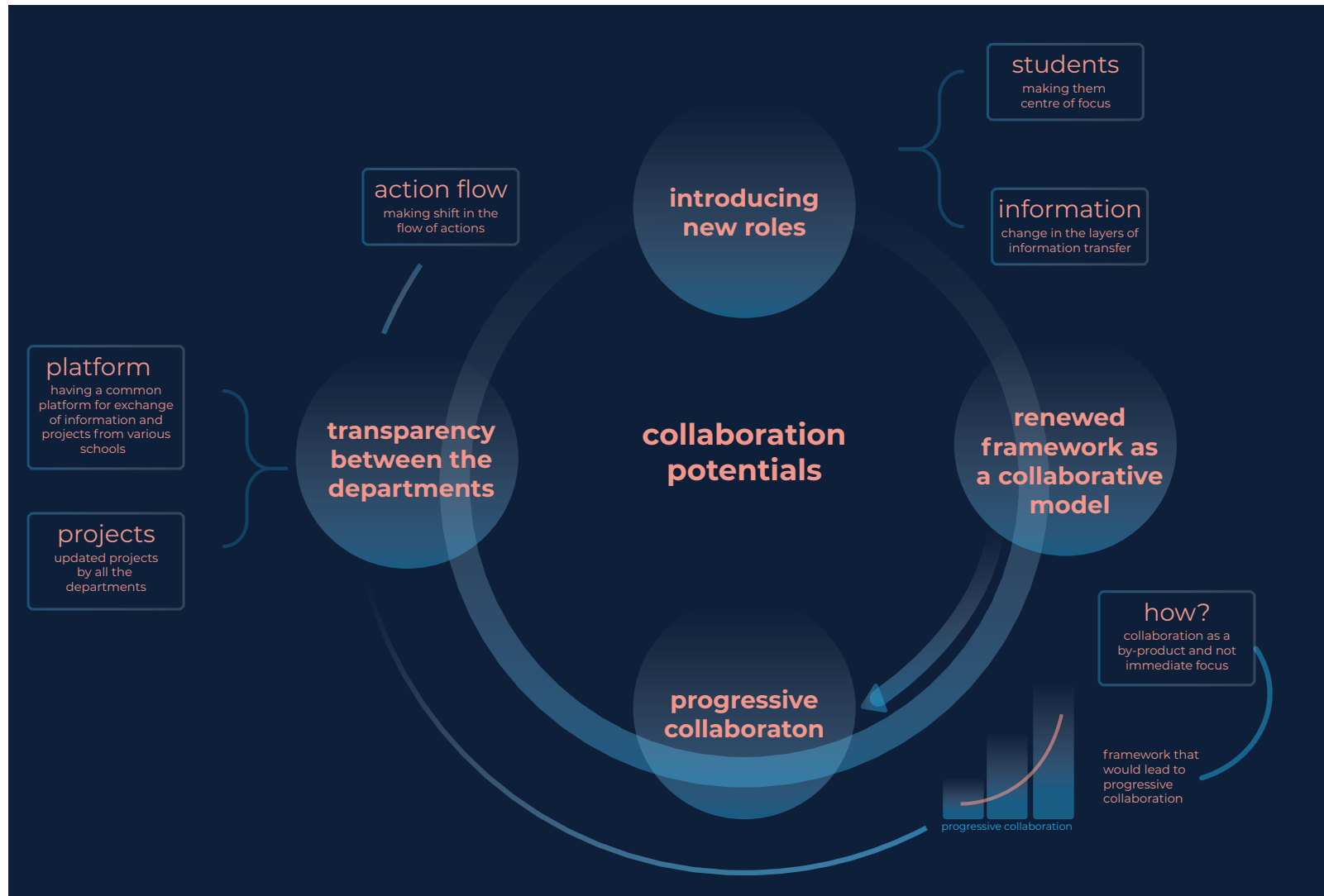


Figure 24. Conclusion chart

6.1 Limitations of the work

Due to the scope of the brief being as wide as applicable to entire Aalto University, it was necessary to confine it to a specific scenario, for the scope of the thesis. The research considered only two schools for the scope of the thesis, i.e. School of Science and School of Arts, Design and Architecture. The availability of the Head of the departments for conducting the research were very limited due to their busy schedule and hence research could only include the opinions of the ones that could participate and contribute.

The students being the facilitators might be doing it for the first time and might lack enough professional experience. Also, collecting a group of students at the same time to conduct the workshop can be challenging. In the process of gathering inputs for filling the template, the options are available of conducting it online or offline. Hence, the inputs received might differ in their nature and hence there would have to be a way in which they can be brought to the same page.

The research informed that the staff would prefer using existing platforms and software for any kind of renewal, as the learning of the new systems along with understanding new process might become challenging for them. Hence, an effort to make the proposal fit the existing platforms was also a constraint.

On coming up with an ideal scenario each time, it was realized that the requirements of each department were different based on the nature of their studies, and hence it was decided to focus on the departments where it can be applied to and not forcing it to the entire school.

The differences in the form of outcome of students works were very different for students from every field and hence the representation in the proposal is limited to only my view of what student projects look like. The nature of studies in my school (ARTS) has its influence on the proposal as that was the closest reach to my practice. The confidential projects might have limitations in how much portion of the project can be -

displayed publicly for other departments to view and contribute, which might need to be considered.

6.2 Further recommendations

The immediate next step would be conducting a trial amongst the HoDs in the School of Arts Design and Architecture firstly, as a major part of the proposal is made keeping in mind the nature of ARTS studies due to influence of my study background. The experiment can be conducted among the Head of the departments to understand the scale of the need for such a platform that helps them to virtually connect with other departments through the projects.

Another trial would be about testing the differences in time taken, speed, and quality of inputs through the workshops both online and offline as compared to the physical process of filling the template. Also, the level of ease in bringing together the data collected from different sources and making them uniform for further analysis should be verified.

The Aalto strategy team to go through the portals solution and point out if other details could be required and also rate the usefulness of the section itself in terms of helping them to be aware of updates of each department.

Reaching out students who would be readily active to take the lead in the facilitating process would be essential to find out first keeping in mind they are from various departments. To come up with ideas of ensuring enough student participation for conducting such workshops.

Having students as facilitator eventually can help them to understand the nature of the template for which the answers are collected in the workshop, and hence, in the future, there can be an opportunity to include their role in the formation of templates itself which can help in making changes in the way questions are asked in the template, if necessary. This can be looked in as a further scope of including the role of the students.

6.3 Learning outcomes and Challenges

During the process, it was realized that the requirements differ according to the nature of the department of studies and no matter how much we try to think through the versatility of the solution, it is practically not feasible to have one common solution that applies to all the schools and departments. Through the project, it was my first experience of working alone as a designer in the subject of service design.

Every checkpoint made me realize the importance of the interdependence of the different professions of working people in order to move forward. As service design has its own particular nature of being intangible, it is difficult to realize when to finalize and concretize the findings and call it a proposal. The intangibility and involvement of a real organizational structure made the process more ongoing and made it difficult to finalize at a certain point. There was always thought of adding “one final next step”. With every additional next phase to consider, it discovered a new set of details which were not under my control of the action. For such type of lifelong and wide projects, it is very essential to have the divided scenarios and come down to one particular scenario to work with and keeping the scope of its expansion to include other scenarios as the later part.

As I was working on the given project and a very specific scenario given by the client, most of the research and learnings were on-field and practice-led. Most of the ideas and methods that I applied came from my studies of service design.

As the project that I was working on is still an ongoing project so it was difficult to decide on the proposal at any particular point as I always felt ‘there can be one more step’, which caused the delay in my writing process. For me, I have always used writing as a tool of expression, expression of my learnings and thoughts. The thesis writing process needed a more formal approach towards the writing which I was not acquainted within the earlier stages of my career as a designer, and hence it turned out to be challenging for me getting into the formal writing process.

Doing this project as a thesis work involved a client, my thesis supervisor, advisor and my own growing learnings about service design, that caused differences in the way that initial brief was perceived. Every member involved had their own understanding about what is expected out of the project and all of us coming to a common understanding and finally getting started was something that took the initial time of the project.

6.4 Personal experience

'Thesis' has always created a feeling of fear, drastic excitement, emotional lows and everything at once, together. This word had its emphasis since the time we started our master studies. It was very exciting to look forward to something so huge. As it was the first time to handle a service design project on my own, it also made me feel on the edge most of the times trying to understand if I was doing the right thing.

There were times when I would feel full pumped about the project and decide to bring the revolution all at once, whereas there were also the times which made me feel that maybe I was not capable enough to get through this on my own. Along with the subject learnings, it also involved learning about life through being okay to be lost at some times, not trying to understand everything that is happening, forgiving my own-self and value of emotional support from the people around.

Working on this project, where the team was already working on it since before and they were aware of the things in more detail than me, made it challenging for me to catch up the pace. But with the co-operation of the colleagues to get me on the board and including me in the meetings made it easier to get the hang of the working team and process. Despite being aware of the fact that my role doesn't have to contribute to the main values or the formation of the strategy content, it was difficult to restrict myself only to the given task and not think about the strategy origin and understanding the main values, which eventually resulted in the delay of the actual task that I was originally responsible for.

This roller coaster journey started with pure excitement, joy and a very co-operative team and I was learning so much new every day; not only about the major subject but also about the basic things such as time management, self-belief, self-confidence and so on. I am very grateful for all the support I have received in the process from teachers, friends and family, helping me to mark another milestone of my career.

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Appendices

Basic interview guide

- Where does living strategy come from in the context of Aalto University?
- What are the guiding principles of living strategy?
- What are the cases or examples that can be referred to know about implementation of strategy?
- What are the scopes of collaboration in implementation of living strategy?
- Tangible approach towards living strategy?
- Main attributes of living strategy to keep in mind?
- How to identify upcoming trends for university?
- Have you worked before on the projects related to 'university trends?' what does it include?
- What are the things to consider while mapping impact of trends?

Semi-structured interview with Development managers

strategy formation why?	strategy relevance what?	strategy collaboration how?
<ul style="list-style-type: none"> Problems faced/shortcomings in the previous strategy? Main needs identified General /dept of science Who are identified as best who can solve this? How? Biggest hope out of the strategy? The gap identified between the actors ? Ideal outcomes from the strategy? 	<ul style="list-style-type: none"> How to keep the strategy relevant to the department? The scenarios where strategy can be applicable? (activities happening in the dept) Who are the main actors who can play important role in the process? How to keep the strategy updated? examples of areas in which it could require the update Examples of how the specific roles can play their part for the better implementation (eg. HR, HOD, student, etc) How? 	<ul style="list-style-type: none"> Activities that require joint efforts Cases identified where it would be difficult to collaborate? How are currently the collaboration between the school and industries? How is the curriculum made sure to be in sync with the requirements? The phases of the strategy that demand collaboration with other dept? Are there any already existing problems or particular groups which require the most attention for bringing the solution? <p>The biggest fears out of this strategy?</p>

Engagement plan to get inputs fro HoDs

